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ABSTRACT

Designed as part of a 310 Special Demonstration and Teacher Training Project undertaken at Brevard Community College, this student services guide contains information to assist adult education administrators, counselors, instructors, and office personnel in meeting the needs of students enrolled in adult/community education schools. Primary emphasis is placed on the Competency-Based Adult Education (CBAE) high school completion process. Following introductory material, the guide contrasts the characteristics of conventional and competency-based instruction, and delineates the professional roles and responsibilities of program administrators, counselors, and instructors in CBAE. An overview is provided of the program offerings at adult education centers, including details on adult basic education (ABE), English as a Second Language (ESL), adult high school completion, and general education development (GED) programs. CBAE intake and exit procedures are delineated next, for adult high school completion, ABE, ESL, and GED programs, as well as for co-enrolled students and non-credit courses. After reviewing registration and add/drop procedures, the guide looks at steps in the diagnostic/placement process and outlines adult high school completion graduation requirements and minimum student performance standards. The next sections cover the adult high school completion grading system; aspects of CBAE classroom management (e.g., classroom orientation, learning procedures, the role of the learning facilitator, and records and resource management); policies regarding CBAE grades, testing, and credits; and CBAE record keeping. Appendices provide samples of various forms and a sample student learning guide. (EJV)

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COMPETENCY-BASED

ADULT HIGH SCHOOL COMPLETION

STUDENT SERVICES GUIDE

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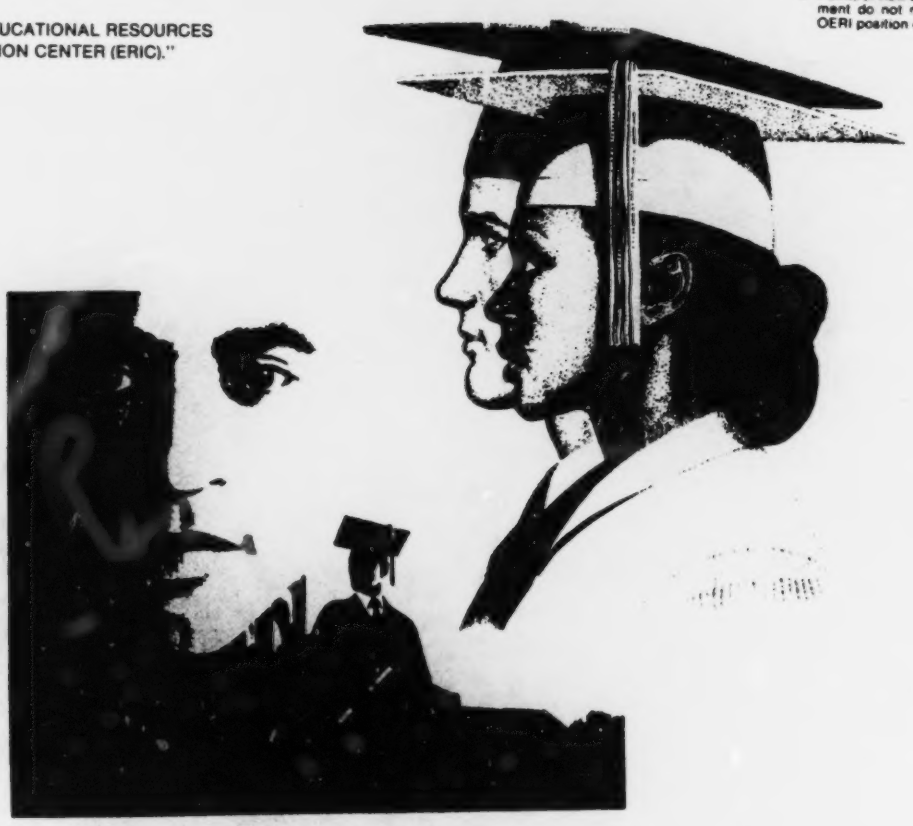

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This CBAE High School Completion Student Services Guide was compiled as a result of a 310 Special Demonstration Teacher Training Project (1984-85), awarded by the Bureau for Adult & Community Education, Department of Education, Tallahassee, FL. to Brevard Community College, Open Campus.

A companion document was developed under this project entitled MANAGEMENT GUIDE TO A COMPETENCY-BASED ADULT EDUCATION PROGRAM for ADMINISTRATORS, COUNSELORS & TEACHERS. This guide will have state and national dissemination; whereas, the student services guide is intended to be indigenous of Brevard County's program implementation. Users of Brevard's student service guide should make frequent referral to the more comprehensive CBAE MANAGEMENT GUIDE.

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INTRODUCTION

Competency Based Adult High School Completion

Student Services Guide

This guide is designed to assist adult education administrators, counselors, instructors, and office personnel in meeting the needs of students enrolled in the Adult/Community Education Schools for the purpose of acquiring an adult high school diploma. Portions of this guide address Adult Basic Education, G.E.D. Preparation and Testing, as well as other non-credit courses offered by adult/community centers. Primary focus is placed on the Competency-Based Adult Education (CBAE) high school completion processes.

This guide should be shared with instructors for purposes of providing information and assistance in followup and full implementation of the goals of a student services program under an adult high school competency-based instructional system.

Processes within this CBAE Student Services Guide should be carefully studied and appropriately implemented by personnel at each adult/community center. It is especially important that the student services described herein be provided under the competency-based concept for adult education. The guide is designed to assist personnel in understanding the nature of the CBAE program and to give guidance in the implementation and management of the program.

For detailed information relative to a CBAE High School Completion Program, refer to the booklet, "A Management Guide for A Competency-Based Program: For Administrators, Counselors and Teachers," developed under a 310 Special Demonstration Project, 1984-85. Copies can be obtained from the dean of each adult center.

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COMPETENCY-BASED ADULT HIGH SCHOOL COMPLETION

STUDENT SERVICES GUIDE

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CHARACTERISTICS OF CONVENTIONAL AND COMPETENCY-BASED PROGRAMS

IT IS IMPORTANT THAT ALL ADULT EDUCATION PERSONNEL UNDERSTAND THE CHARACTERISTICS OF CBAE PROGRAMS AS CONTRASTED WITH THOSE OF CONVENTIONAL PROGRAMS. IT IS ESPECIALLY IMPORTANT THAT STUDENT SERVICES PERSONNEL AND TEACHERS BE KNOWLEDGABLE SO THAT GOOD GUIDANCE AND COUNSELING WILL OCCUR.

To illustrate some of the major differences between competency-based and conventional programs, the following chart is provided from national research by Stiles, Tibbitts, and Westby-Gibson:[1]

PROGRAM CHARACTERISTICS OF CONVENTIONAL AND CBAE PROGRAMS

Program Characteristics	Conventional	CBAE Programs
1. Desired outcomes	Non-specific, not necessarily measureable; typically goal-level statements	Specific, measureable statements; typically at an objective level
2. Instructional content	Subject-matter based	Outcome-or competency based
3. Amount of time provided for instruction	Fixed units of time, i.e., semester, term	Continued until learner demonstrates mastery
4. Mode of Instruction	Emphasis on instructor presentation	Emphasis on instructor as facilitator of student performance
5. Instruction based on	What teacher is able and likes to teach	What the student wants and needs to learn
6. Instructional materials	Single sources of materials	Multiple texts & media
7. Reporting performance results	Delayed feedback	Immediate feedback understandable to student
8. Pacing of instruction	Teacher or group paced	Individually paced
9. Testing	Norm referenced	Criterion (objective) referenced
10. Exit criteria	Final tests and grades	Student demonstration competence

[1] "Handbook for CBAE Staff Development," Center for Adult Education, DAIS, San Francisco State University, October, 1983, p. 6-3.

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PROFESSIONAL ROLES AND RESPONSIBILITIES IN CBAE

The CBAE Program Administrator

The primary duty of the CBAE program administrator is to oversee the total delivery of an adult education program which meets the specific needs of the community his/her center serves. This involves not only on-site administration of CBAE, but it also includes continuous community needs assessment. In any adult education instructional program, the first step would be to conduct a community needs assessment with the assistance of an active advisory committee. Through this process, the administrator can determine priorities, develop a viable CBAE program with his/her staff, and provide an instructional program suited specifically to the community being served.

It is the role of the CBAE ADMINISTRATOR to provide:

overall leadership to the CBAE program delivery

appropriate facilities

hiring, training, and evaluating of staff

appropriate instructional materials and equipment

data for the construction of the financial budget (Florida Educational Finance Plan accounting in accordance with the district and state guidelines for adult education)

ongoing program evaluation through an active advisory committee

security of all student records and testing

accurate records on students exiting by diploma

staff involvement in planning long-range goals for the CBAE program

staff meetings on a regular basis--training for new staff

program publicity to promote recruitment of students

community leadership -- appointment of an advisory group

encouragement of professional growth of self and staff

liaison with the area school administrator or schools

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The CBAE Counselor

The CBAE counselor has an important role as liaison between the administrator teachers, and students. This person, in most cases, has first contact with students enrolling in the CBAE program. He/she must be familiar with all aspects of the program, as well as community resources. Counseling processes are continuous with students as they progress through a successful CBAE program designed to meet their individual academic and life skill needs. The counselor role is to:

provide intake and orientation for students entering CBAE program

administer placement testing and advisement

develop individual student academic prescription

work with the instructor in diagnostic-prescriptive learning

work with the CBAE administrator in providing student and staff orientation to CBAE

serve as State Assessment Testing Coordinator

evaluate transcripts and determine needs of students

serve on the Center's advisory committee

assist the administrator in other areas as needed

provide and maintain student cumulative folder in accordance with State School Board Rules.

The CBAE INSTRUCTOR

The instructor/facilitator of learning is the focal point for the CBAE program. Adult Education has traditionally employed part-time instructors due to the nature of the program (predominantly evening hours and unpredictability in number of students enrolled) and as a means of reducing program costs. The advantages of employing full-time faculty are worth reviewing. For example, instructors are retained for a longer period of time, providing continuity for the CBAE program, as well as experienced teams serving as resources for training part-time faculty.

The attitude of the CBAE instructor/facilitator plays a key role in the delivery and success of the CBAE program. It is the role of the CBAE instructor to:

serve as a facilitator of learning rather than the traditional instructional role

demonstrate a basic knowledge of adult learning theory

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recognize that everyday survival skills must be incorporated into competencies in each subject area

be skilled in diagnostic-prescriptive learning

maintain appropriate records on each student

serve as a facilitator to the individual lesson plans for each student

provide ongoing revision of curriculum and updating of competencies, develop modules and design pre- and post-tests, as well as develop exit exams

provide instructional materials which meet the needs of individual students

work closely with the counselor in planning a student's program

arrange, as needed, staffing conferences with the counselor, student, and administrator

maintain updated files on each student so that, if the instructor leaves, another instructor can continue without interrupting student's progression

certify student competency and turn these records over to the counselor for permanent records

participate in CBAE needs, assessments and program evaluation

serve as a facilitator and counselor for the CBAE Program

take advantage of professional growth opportunities in the area of adult education program delivery

maintain certification in the subject(s) area where teaching*

*Certification requirements for teaching academic credit courses to earn a high school diploma are the same for adult education as for school district instructors.

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PROGRAM OFFERINGS AT ADULT EDUCATION CENTERS

ADULT/COMMUNITY EDUCATION PROGRAMS: OVERVIEW

ADULT BASIC EDUCATION (ABE)

This program is designed for those adults who have less than a high school education or who are in need of improving their reading, writing, mathematics, and everyday survival skills before entry into high school completion and G.E.D. course work. No fees are charged for these non-credit courses and instructional materials are provided for the student. An open entry/open exit procedure allows for learners to move easily into credit courses once individual learning needs are met. Entry based on testing.

ENGLISH AS A SECOND LANGUAGE

This course is designed for foreign born persons desiring to learn the English language at an elementary level. Communication skills and literacy in English are the primary objectives with special emphasis on understanding the American culture. ESL will assist the individual in advancing to a level of competency in English necessary to enter high school completion or other vocational programs. (Open entry/Open Exit) Entry based on testing.

ADULT HIGH SCHOOL PROGRAM

The adult high school program provides a comprehensive curriculum leading to a high school diploma for any person age sixteen (16) or over. This is the more traditional route for high school completion with a full schedule of high school level classes. No registration fees are required for diploma seeking students. (Open entry/Open Exit) May be some lab fees or purchase of text.

GENERAL EDUCATION DEVELOPMENT TEST (G.E.D.) PROGRAM

G.E.D. preparation provides individuals the opportunity to review high school subjects in order to pass the high school equivalency examination. Individualized review is available in language arts, literature, mathematics, science, writing, and social studies. Upon successful completion of the G.E.D. examination, students are issued a State of Florida high school diploma. There are no registration fees for course. However there are fees for taking the tests. This course in G.E.D. preparation is open entry/open exit.

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ADULT NON-CREDIT PROGRAM

Adult non-credit extends into many areas to help individuals explore new interests, acquire new skills, or further develop existing talents and abilities. There are classes to help people improve nearly every area of their lives; at home, on the job, in leisure time activities, in physical fitness, and in general self-improvement. The fees charged for these courses will vary depending upon the intent and length of each course.

COMMUNITY INSTRUCTION SERVICES (CIS)

Courses are provided at adult centers by the Community College based on each community's expressed needs in the areas of health and safety, environmental education, effective parenting and child rearing, consumer problems, human relations, and governmental processes. Many outreach classes are offered at locations within each community. These are non-credit courses with fees varying based on length of course.

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PROGRAM DETAILS

Adult Basic Education Program (ABE)

PURPOSE: Adult Basic Education or elementary education is offered for individuals who have less than a high school education or who have been out of school for an extended period of time and need basic review of skills in communications, arithmetic, social and consumer skills, and writing skills. Primary emphasis is placed on helping people learn to read and write.

WHO IS ELIGIBLE: Based on individual testing in reading and mathematics, adult 16 years of age and older may enter ABE. Many students enter this non-credit class to improve reading skills before entry into G.E.D. preparation or high school completion course work. Usually students scoring below a 6.0 reading grade level enter this course. Other non-credit courses for remediation for those performing below the 8.9 grade level are available to remediate in order to be successful in academic courses. Co-enrollees can not enter the ABE course, but can enter other non-credit courses for remediation.

REGISTRATION PROCEDURES: No FEES are charged for this course and instructional materials are provided based on individual needs at no cost.

Registration can take place at an adult education center or at an outreach center. Counselors are available to assist each student individually in the registration procedure and help plan a program of study. Each student works at his/her own pace based on individual needs. ABE is open entry/open exit. When skills or competencies have been mastered at the appropriate level, the student may want to enter high school completion or G.E.D. preparation courses.

An OUTREACH TEACHER/COUNSELOR is available to come to a person's home and help individuals plan a course of study. Outreach ABE classes are offered in churches and community buildings. Call Adult/Community Education, Cocoa Campus, for information about the ABE OUTREACH PROGRAM.

English As A Second Language (ESL)

PURPOSE: English As A Second Language (ESL) is a course designed for foreign born persons who are illiterate in the English language or who are performing at the adult basic level in communications, English language, and mathematics. This course further offers cultural and survival skills relative to the United States.

WHO IS ELIGIBLE: Based on placement testing, the following persons are eligible for ESL, elementary level: (1) refugees, immigrants, residing aliens, naturalized citizens and tourist visa persons, etc., desiring to study English; (2) BCC or other full-time students who desire supplemental skills building course; (3) wives (or other dependents) of full-time VISA students, workers having permits or similar situations.

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REGISTRATION PROCEDURES: There is no charge for non-diploma students who based on testing are performing at an elementary level. Some texts may be purchased by students.

All foreign born students must show a current status card when registering for an adult education course. Placement testing will be administered to determine eligibility for ESL, high school completion, or G.E.D.

Foreign born students who are classified as F-1 Status are not eligible for ESL. Refer to page 18 for information relative to F-1 Status program entry.

Adult High School Completion

PURPOSE: The Adult High School is organized for the purpose of providing courses leading to a high school diploma for people in the Brevard County area who for various reasons have ceased attending the regular day high school program and for those students who are enrolled in day school (age 16 or over) who wish to earn up to three (3) credits toward graduation in the regular day school program.

WHO IS ELIGIBLE: A person must be 16 years of age before entering the high school program. Florida law states that an individual must remain in the public school program until age sixteen. Proof of age is required.

Co-enrollees who are enrolled in the day school program may earn up to 3 full credits in the adult education program. This would require a maximum of 6 courses at 1/2 credit each course. Special permission from the day school administrator is required for co-enrollees to enter adult programs whether high school completion or non-credit.

Veterans may complete their high school education in the Adult High School Program and receive benefits from the Veterans Administration. Adult high school programs are certified for veteran's benefits. Further information may be obtained through the adult center administrator as to how to qualify.

REGISTRATION PROCEDURES: The student must submit a copy of his/her school transcript in a sealed envelope or give information (locally) where the transcript can be obtained. If the student attended high school outside the county, a copy of his/her transcript must be mailed from the school to the adult center where attending within two weeks after registration.

The student's transcript will be examined with the student to determine which courses and programs are recommended. An entry "Locator Test" will be given to all students entering CBAE high school completion. Based on this inventory, students will be either counseled for additional testing or placed directly into course work. If additional testing is required, the counselor will notify the student of testing times. Placement testing will occur within two to four weeks after enrollment. This testing for placement and counseling is important to the student's success in the CBAE high school completion program. The student must complete all registration requirements at the adult center where enrolling. The student will present a copy of the registration form to the instructor in order to be admitted to class.

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G.E.D. Program

PURPOSE: The General Education Development (G.E.D.) is a battery of five (5) tests which measures high school equivalency for the purpose of issuing a State of Florida High School Diploma. The subject areas tested are in writing, social studies, science, reading, and mathematics. This test battery is designed for persons who have not had the opportunity, for one reason or another, to complete the formal requirements for a high school diploma. The program provides these individuals the opportunity to demonstrate an educational competency and background at the high school graduation level. A minimum standard score of 40 or more on each of the five (5) tests and an overall average standard score of 45 on all tests is required.

WHO IS ELIGIBLE: According to Florida Law, students who are 18 years of age and older and no longer enrolled in a day school program are eligible to take the G.E.D. Sixteen & seventeen year olds may take the test based upon "extraordinary circumstances" as defined by the School Board. Questions from 16 or 17 year old students should be referred to the School District rather than answered by adult center personnel. The following information is presented to the adult education staff in order to be knowledgeable of School Board Policy:

> The student may appeal in writing to the Area Superintendent and explain the specific "extraordinary circumstances" which would warrant authorization to take the G.E.D. test.
>
> The Area Superintendent would review the appeal and may recommend approval to the Superintendent.
>
> Upon recommendation of the Area Superintendent the Superintendent will review the request and make a final decision..
>
> (June 30, 1983 MEMORANDUM to Area Superintendents-Secondary from Dan Scheuerer, Assistant Superintendent for Instructional Services)

COSTS: The complete battery will cost the student $14.50, plus any textbooks used in G.E.D. preparation courses. Each retest will cost $3.00.

The G.E.D. is offered in English, Spanish, French, and special tests for the visually impaired. The test is given usually the first Friday evening and Saturday morning of each month. There is one testing center centrally located in the county. This center provides each adult center with application forms and information about testing dates which can be given to prospective students.

WHY TAKE THE G.E.D.: This route to early exit for a high school diploma is usually designed for mature adults seeking job eligibility, job promotion, entering college or vocational/technical schools or for personal satisfaction. If entering military services, the student should be advised to contact the local military recruiter about the G.E.D. as to whether it is acceptable if applying for a particular branch of military service.

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REGISTRATION PROCEDURES: Adult students entering G.E.D. preparation should score a minimum of 7.5 grade level on a preparedness test in reading and mathematics. Reading comprehension is important for passing the G.E.D. test. Students may want to consider entering pre-G.E.D. courses in reading and math before taking G.E.D. Preparation. Counselors should discuss options with G.E.D. students about CBAE high school completion.

Once a student is ready to take the G.E.D. test, he/she completes the application form provided at the adult center or through the local G.E.D. Testing Center. A check for $14.50 must accompany the application. Students are required to have identification (driver's license with a picture, a copy of his/her social security card). Prepayment and the registration form must be sent to the testing agent 15 days prior to testing.

RETESTING: A candidate may be allowed to retake the entire battery of tests or the individual test or tests failed within the battery. After the second testing, a candidate is eligible to retake the tests at any succeeding testing interval if an overall minimum standard score of 215 has been achieved and the candidate has made a standard score of 40 or more on at least three (3) of the tests. All candidates who fail to achieve a standard score of 40 on three (3) or more of the tests after the second testing shall not be eligible to retake the tests for a period of six (6) months.

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INTRODUCTION TO INTAKE/EXIT PROCEDURES

"Intake" refers to all of the actions taken in order to bring a student into the CBAE high school completion program and orientate that student toward a successful experience in the program. Elements of the intake procedures include:

Initial meeting between the student and school personnel.

Personal, career, and educational counseling session with a counselor who will evaluate past education experiences.

Registration into an appropriate course or courses.

Orientation to the program.

Establishment of proper files and records for the student.

Appropriate testing for proper placement and guidance.

Establishment of both short range and long range goals with the student.

Follow-up with the student and instructors.

This section of the Adult Student Services Guide is designed to assist adult education counselors, administrators, teachers, and office personnel in the implementation of a well organized intake program for students in either of the following programs:

CBAE high school completion.

G.E.D. (General Education Development) testing.

ESL (English As A Second Language)

ABE (Adult Basic Education)

Co-enrolled (day school students who are approved for enrollment in an adult education course for high school credit).

Each program is addressed separately since some variations do exist between them.

INTAKE/EXIT FOR ADULT HIGH SCHOOL COMPLETION

Intake

Upon application for admission into the CBAE high school completion program, students will be provided the following services:

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The counselor will meet with the student and review the student's educational background. Immediate and long range goals, and any information pertinent to the student's enrollment in the program.

The counselor will complete a "request for transcript" form if the student has attended school previously. (See Appendix E)

The counselor will start a file for the student and will review all credit requirements with the student and establish a target date for the program completion.

The counselor will assist the student in the selection of initial courses and registration for those courses. The student will be given an information form which describes the CBAE adult diploma program, the code of student conduct, and basic policies and procedures followed at the adult center.

The counselor will have the student complete a "Student Information Form" (See Appendix G) and will retain that form for use in planning with the student.

If time permits, the counselor will administer the TABE LOCATOR test at the time of registration and use that information to assist in proper placement into the curriculum.

At a scheduled time within the first few days after registration, the counselor will meet with all new students to provide further orientation to the competency-based program and to career and educational planning. Students will also be scheduled for standardized testing by the counselor.

Exit

The counselor will meet with students who are expecting to graduate within a particular term to discuss their progress and career expectations. Records should be kept on each student relative to the ADULT EDUCATION ANNUAL REPORT (i.e.,"entered another training program"). Up-date should be made at this time as to change in address, telephone, etc. in order to conduct follow-up on students.

Upon meeting all graduation requirements, the student will be awarded an adult high school diploma.

INTAKE/EXIT FOR ADULT BASIC EDUCATION (ABE)

Intake

Adult Basic Education students not only lack basic skills, but are often reluctant to approach a school center. These students need special attention and care in order to assure enrollment, progression, and success. In many cases, the Outreach Teacher/Recruiter/Counselor will bring these students to an adult center and will

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assist with the registration process. The following services should be provided during intake:

Office personnel should be made aware of the personal needs of the ABE student. Special attention and immediate response is given. The counselor should be notified and readily available for the initial interview. If the person is hesitant in completing the registration form, assistance should be given. It is best that the counselor sit at a table with the student rather then behind a desk in an office situation.

An informal inventory that is nonthreatening can be used to assess writing or language arts skills. A discussion of the student's goals and personal interest takes place. The TABE LOCATOR test can be given in some cases, if the student appears willing to do so. Otherwise, the counselor should arrange for the student to meet with the ABE instructor for a second interview and assessment of academic needs. In most cases with ABE students, the instructor serves as both teacher and counselor. Trust must be built and maintained.

ABE students who are performing academically below the 5th grade level are often threatened by being in class with students with greater academic ability. ABE classes should be divided into Level I (0-4) and Level II (5-8) and meet at different times; unless a lab situation is in evidence that can allow for flexibility in student interaction.

Comprehensive diagnostic testing is administered individually with the student once he/she feels comfortable and ready for this step. The teacher can then plan a program of activities relative to the student's stated goals for program entry.

Counseling is of the utmost importance in assuring that ABE students continue in the learning process. Small successes are given encouraging words. Accurate records should be kept on each student's progress.

Exit

ABE students may exit this program at anytime. Based on the student's stated goals, encouragement is given for entry into the CBAE high school completion program or G.E.D. preparation. Students who exit ABE for these programs, should have mastered the Minimum Student Performance Standards for grades 3, 5, and 8. Documentation of student progression is important.

Follow-up is important for ABE students. Each term the instructor uses the ABE STUDENT ENROLLMENT FORM to compile data relative to follow-up. This information is turned in to the center dean for completion of a required Adult Education Annual Report (See Appendix N). Forms are available from the Cocoa Campus Adult/Community Education Center. Also, information on ABE Outreach Counselor Program and resources for ABE instruction.

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INTAKE/EXIT FOR ENGLISH AS A SECOND LANGUAGE

Intake

Students who are foreign born and speak little or no English may enter Level 1 ESL classes. These students will be provided the following services:

Refer to the Section on English As A Second Language Program on page 8 for counselor information about who can enter ESL.

Foreign born ESL students will be tested for program entry. There is no fee charged for those persons lacking a high school diploma (in their own country or USA).

Any foreign born student who enters ESL I, ESL II or high school completion will be tested for English language proficiency.

The counselor will provide assistance with registration and program orientation.

Exit

Students may exit from the ESL program at anytime.

Upon exit, the counselor and/or instructor will meet with the student to provide counseling and guidance as to the next appropriate step in the student's educational progression and pursuit of career goals.

Follow-up must be conducted on ESL students. The instructor will use the ABE STUDENT ENROLLMENT FORM to compile a cumulative record on each ESL student. This information is given to the center dean at the end of each term to complete the Adult Education Annual Report. (See Appendix N)

INTAKE/EXIT FOR G.E.D.

Intake

Students who express an interest in the G.E.D. program will be provided information in regard to the program. See page 10 of this guide.

Counselors will assist the students in planning for success in the program.

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Exit

Upon completion of the G.E.D. Preparation classes or when the student feels that he/she is ready to take the test, the Counselor will provide the student with the G.E.D. Application Forms and conduct an exit interview with the student.

Note: To be successful, the student should be at or above 7.5 Math and Reading level.

All G.E.D. classes are open entry/open exit. No Fees - student must buy textbooks.

INTAKE/EXIT FOR CO-ENROLLED STUDENTS

Intake

Co-enrolled students are those persons who are enrolled in the School District high school completion program, taking courses for credit through adult education. These students must present an official co-enrollee form (See Appendix D) from the regular school program. These students will be provided the following services:

The co-enrollee form will be checked to see that it has been approved by the day school counselor, the principal or designee, and the parent. If the form is properly completed, the student will be registered for the course designated on the form.

If the student wishes to take a course other than the one designated on the co-enrollee form, he/she must complete another form which gives approval for the specific course for which credit is to be claimed. ADD/DROPS may NOT be done for co-enrolled students without proper approval from the school from which the credit is to be given.

Orientation to the adult program will be provided for the student.

Exit

At the end of each class, student grades/credits will be communicated in writing to the student's regular school so that the proper credits toward regular school graduation can be given.

In order for any credits to be earned, the student must complete the course competencies and earn a passing grade.
Co-enrolled students must stay in class for the full term. Students are not given pre-tests on competencies. They must work through each competency to demonstrate mastery. If completing the competencies before the end of a term, additional enrichment activities must be planned with students.

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INTAKE/EXIT FOR NON-CREDIT

Intake

There are many students who enter adult high school completion courses and continuing education, compensatory, leisure time, and seminars for non-credit. Many wish to up-grade job skills or explore job related courses. The following services are provided:

Students are given a description of the course of interest and information about pre-requisites or restrictions about courses.

Dates, times, places, and cost of the course will be explained.

Assistance is given in registering for the course.

Students are oriented to school rules which might be pertinent.

Information may also be given relative to job or career opportunities related to particular courses.

Exit

These courses are non-credit and in many cases open entry/open exit.

In courses which are vocational supplemental or job placement related, the College will issue Continuing Education Units (1 for 10 contact hours of class work). Certificates are provided to validate C.E.U.s.

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REGISTRATION PROCEDURES FOR F-1 STATUS STUDENTS

Any student who desires to enroll for high school completion under a STUDENT VISA will apply for such program under the college (BCC) regular International Student admissions policies.

1. $50.00 Application fee
2. Proof of English proficiency
3. Proof of financial resources
4. Must carry medical insurance
5. Must provide documentation of prior education experience

The International Student office at BCC will establish eligibility of the student, issue form I-20, and maintain an active file on the student. The office will send a letter to the adult center authorizing the registration of each student (subject to his approval). If a student terminates his/her program (or graduates), the adult center officer will notify the International Student Office.

The International Student Office handles transfer documents, etc., as necessary for all F-1 status students.

Only full-time programs (14 clock hours per week) will qualify for issuance of F-1 status.

Any international person under differing kinds of visa permits (i.e., working wives of students, etc.) wishing to enroll for high school completion or GED may enter the adult program subject to the adult center's approval.

No visa permits (F-1 full-time students) will be issued for English As A Second Language study.

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DROP/ADD PROCEDURES

Students who need to change classes must:

Obtain the Drop and Add Card (schedule) from the main office of the adult center. (See Appendix I)

Present any paid receipts (lab fees) with the Drop and Add Card to a counselor for signature.

Take the Drop and Add Card to the main office to the dean or counselor. This must be done on or before the published deadline for drop/add in the current Schedule of Courses.

Students who need to withdraw from a course should do so in order for an "F" not to appear on their transcripts. Withdrawal will benefit by not showing that the student has been registered in the course. Withdrawal from a course must be within the current Schedule of Courses.

Refer to the current schedule or course calendar for dates of drop/add and withdrawal.

DROP/ADD BETWEEN ADULT CENTERS

Students must apply for drop/add at the adult center where currently enrolled in the course in order to enroll in a course at another adult center.

Office personnel must check with the adult center to assure that space is available and confirm that a drop/add is being activated.

The office where the drop/add was activated is responsible for processing the drop/add (changes in the computer, signatures, etc.).

A copy (student copy) is given to the student to take with him/her to the new class at the receiving adult center.

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DIAGNOSTIC PROCESS/PLACEMENT PROCESS

Initial Diagnosis For Placement

The initial decision for placement will be based upon the following:

The counselor interview with the student (information obtained on the student information form).

TABE LOCATOR test results.

Transcript analysis (if available at the time).

Standardized Tests

Standardized testing would be the next procedure for placement. These tests are helpful in the identification of student strengths and weaknesses academically; identification of the approximate grade level in math, reading, and spelling; and in the identification of the right level of learning materials for the student.

All adult education students entering high school completion or ABE would be administered the TABE (Test for Adult Basic Education) within the first four class meetings. With high school completion students, this can be arranged in a scheduled mass testing session or done by the instructor in the classroom (language arts or mathematics). The TABE LOCATOR test will indicate which of the following levels to use with individual students:

LEVEL E (Easy) - ABE level

LEVEL M (Medium) - 7-9 grade level

LEVEL D (Difficult) - High School level

LEVEL M & D have three parts for testing which are Reading: Vocabulary and Comprehension; English: Mechanics, Expression, and Spelling, and Math: Computation, Concepts, and Problem Solving.

The TABE will provide grade level scores and diagnostic/prescriptive information for student placement in learning materials. The results of this test should be shared with the student and maintained on the "Student Diagnostic Profile Sheet." (See Appendix K) This information should also be kept in the Student's Cumulative Folder and monitored by the counselor. (See Appendix K)

There is a list of optional standardized tests provided in Appendix P.

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Transcript Analysis

Most students coming into the adult education program have had some previous educational experience. Transcripts will be obtained as quickly as possible and carefully analyzed by a counselor to assist in planning a program and properly placing the student. If the student has attended a Brevard County School, the transcript will show CTBS scores and phase levels and achievement in all subjects previously taken. This information will be recorded on the "Student's Cumulative Record" (See Appendix O). If the counselor is conducting testing, he/she will keep a "Student Diagnostic Profile" form to be made available to the student and teachers.

Most students who attended schools outside the county or state will also have been administered various tests and possibly placed into an ability (achievement) grouping arrangement of some kind. This information should be recorded under other diagnostic test on record and used for planning and placement.

Transfer of Credits

All areas of work or credits earned at another school, community college, or university offered for acceptance shall be based on official transcript officiated by the proper school authority.

Work or credits from state or reasonable accredited schools or institutions shall be accepted at face value subject to validation if deemed necessary.

Personal Interview

A personal interview by a counselor with each student is an important part of the diagnostic process. This is especially true for initial placement and registration in the absence of transcripts or immediate testing. The counselor will have the student complete a student information form and will retain that form in the student's file.

Testing by Instructors

Pre and post testing is part of all instructional programs. In addition, tests are given over all identified performance standards to determine mastery in all courses.

Individual instructors may also administer selected standardized tests to assist them in planning and evaluation.

SSAT # I - Brevard County Test for Basic Skills (Minimum Student Performance Standards)

This is a test which is given only once to a student which covers both mathematics and communications skills as identified by the State as Minimum Student Performance

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Standards for the 11th grade level. Students must demonstrate 100% mastery of all of these standards. Remediation occurs for those standards where mastery is not demonstrated on the test. Validation is required of mastery.

It is best not to administer this test until after the student has shown on other tests (TABE, etc.) and in-class activities that he/she is ready to be successful. Otherwise, extensive remediation will be required on standards not mastered.

It is a requirement for graduation that adult students master all the Minimum Student Performance Standards at the 11th grade level.

SSAT # II - State Assessment Test Part II

This is an application test for basic skills in mathematics and communication which is administered four times per year for adult students. Passing of this test on both subject areas is required for graduation. Students may take this test more than once. Adult Education Testing Coordinators are responsible for meeting guidelines for test administration. It is recommended that students not take this test until the instructor in language arts or mathematics recommends readiness. (See page 24 for information on SSAT # II)

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ADULT HIGH SCHOOL COMPLETION GRADUATION REQUIREMENTS

(1985 - 86)

Language Arts. . . . .4 credits

Science . . . . . .3 credits

Social Studies . . . .2 credits

Mathematics. . . . . .3 credits

Electives. . . . . 10 credits

Total :22 credits

(1986 - 87)

Language Arts. . . . .4 credits

Science. . . . . .3 credits

Social Studies . . . .3 credits

Mathematics. . . . . .3 credits

Life Management Skills .1/2 credit

Practical Arts . . . . .1/2 credit

*Performing Art . . . . .1/2 credit

Electives. . . . . .9 1/2 credits

Total :24 credits

*Can substitute art, dance, drama or music (Senate Bill 148, July, 1985)

<u>REQUIRED COURSES</u> (1985 - 86)

<u>Language Arts:</u> English III

<u>Mathematics:</u> Any selection

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Social Studies: American History, World History or CPS

Science: Any selection

REQUIRED COURSES (1986 - 1987)

Language Arts: English III

Mathematics: Any selection

Social Studies: American History, World History, 1/2 credit in American Government, 1/2 credit in economics.

Science: Any selection (lab component may change with legislation)

Students must have an overal grade point average of 1.5 for graduation.

Additional Requirements (1985-86 and 1986-87)

Students must demonstrate mastery of the STATE MINIMUM STUDENT PERFORMANCE STANDARDS in Mathematics and Communications at a 100% level. (SSAT#I)

Students must pass the SSAT #II test in mathematics and communications.

Classes for Competency-Based Adult Education are open entry/open exit.

SUMMARY OF GRADUATION REQUIREMENTS:

According to Florida law, passing the State Student Assessment Test, Part II (SSAT#II) and mastering the standards in the State Student Assessment Test, Part I (SSAT#I) are graduation requirements for all public high school students. If enrolled in an adult high school credit program this law also applies. In order to receive a high school diploma adults must do four things:

Pass all the courses required in the high school completion program.

Pass the State Assessment Test, Part II.

Show 100% mastery of all the standards measured on the SSAT#I.

Meet all local district requirements.

SSAT#II: There are two sections to the SSAT#II: COMMUNICATION AND MATHEMATICS. Students must have 6 credits (Junior Status) to be eligible to take the test. If the student does not pass the test, he/she will have many chances to take it over. This test is given four times per year, usually in October, January, April, and July. Teachers and counselors will help

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find the best time to take the test. If the student wishes to retake the entire test or just one of the sections, he/she may.

-Enroll in adult education courses for help with subjects failed and take the test in 3 months.

OR

-Wait 6 months and retake the test without enrolling for special classwork.

If a student does not pass the SSAT, Part II, he/she will not receive a regualr high school diploma.

HOWEVER, the student has other choices:

If all other requirements in the adult education program except the SSAT#II have been passed, a Certificate of Completion can be issued. This certificate shows that the student has passed all course work and mastered the minimum student performance standards.

OR

The student can enroll in the High School Review Course or decide to take the General Educational Development Test (G.E.D.). If the student passes the G.E.D., he/she will receive a FLORIDA HIGH SCHOOL DIPLOMA (formerly called the G.E.D. high school equivalency diploma). Teachers and counselors will help students get information about the G.E.D. or refer to the section in this handbook on the G.E.D.

MINIMUM STUDENT PERFORMANCE STANDARDS-Basic Skills Test (SSAT#I)

Adults enrolled for high school completion must demonstrate 100% mastery of basic skills. However, the SSAT#I is not administered to those persons enrolled in adult education. The test given to adult high school completion students is called the BREVARD COUNTY TEST FOR BASIC SKILLS. This test will usually be given to the student during the first three weeks after enrolling in the high school completion program. This test is taken by the student only ONCE. Based on the results, those standards (or skills) not passed will be remediated until mastered. Each adult center has a testing coordinator who will assist the student with this test and the remediation process.

According to state law, adult students must show 100% mastery of all the Minimum Student Performance Standards.

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ADULT HIGH SCHOOL COMPLETION GRADING SYSTEM

Brevard Community College adult high school classes are offered in an open entry/open exit competency-based concept. The competency-based concept is implemented through a modular curriculum management system which maximizes student opportunity for academic success. Students progress at their own rate of learning through course performance standards (or competencies). Hours in class will depend upon the student's initiative, work habits, and attendance.

The following grading system is used for CBAE High School Completion:

A - All modules successfully completed with an overall average of 94 - 100. Credit awarded.

B - All modules successfully completed with an overall average of 85 - 93. Credit awarded.

C - All modules successfully completed with an overall average of 76 - 84. Credit awarded.

D - All modules successfully completed with an overall average of 70 - 75. Credit awarded.

I - 85% or more modules successfully completed. Student to be awarded credit and grade in accordance with College policy.

COLLEGE POLICY: An "I" may be given in courses where the student has not completed the required course work by the end of the term. The student should make arrangements to have the "I" changed to a grade by the instructor at any time during the next full semester. If no change is initiated during the next full semester, the "I" will revert to an "F" on the student's permanent record and no credit will be awarded.

N - Less than 85% or more of the modules completed - no credit. Re-registration required to attain credit.

W - Withdrawn from class on or prior to last date for withdrawal. No credit.

F - Less than 50% of modules successfully completed. This indicates lack of effort or administrative dismissal from class after last day of student withdrawal. No credit.

NON - CREDIT CLASSES GRADING SYSTEM

E - Non-credit class, no documentation of achievement required. This would document student enrollment in class.

S & U - Non-credit class, documentation of achievement required.

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Effective Date - August, 1985

Calculating Grade Point Average

A = 4
B = 3
C = 2
D = 1
I = 0
F = 0
W = 0
Final exam in each course counts 10% of the overall course average.

Students graduating June, 1987 and thereafter must have a cumulative grade point average of 1.5 in addition to meeting all other requirements for a diploma.

Validating Grades

A permanent grade record is kept by the instructor for each student. Test results demonstrating mastery of competency (See Appendix L for "CBAE Check Sheet"), weekly assignments, and individual application to the tasks will be considered in the total evaluation of a student's work. The student must have demonstrated mastery of the course competencies as defined in the course curriculum in order to earn a passing grade. The instructor will submit a report of accomplishment at the end of each course (or after the individual student has successfully completed the course requirements) to the counselor or dean based on the grading scale. Final grades should be shared with the student by the instructor.

Grades will be mailed to the student and will be recorded on the student's transcript and kept in the cumulative folder. Documentation of student success within the course ("CBAE Check Sheet") is also kept in the student's cumulative folder. (See Appendix L).

*Refer to pp. 114-115 of CBAE Management Guide for further information on grading system.

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CBAE CLASSROOM MANAGEMENT

In a conventional classroom, mass instruction is presented by a teacher. In the CBAE classroom, individualized instruction is guided by a learning facilitator. The focus of instruction is on the mastery of specific competencies that the student needs and wants to learn. Alternative means of learning the required information or skill are available to accommodate a variety of learning styles, and the students proceed at their own pace.

Ideally, before the student enters the CBAE classroom, he or she will have had:

1. an initial session with a counselor which includes an interview, a review of the student's transcript, completion of registration forms, and initial testing and placement.

2. an individual or group orientation session, covering an explanation of the CBAE program, including general rules, and a review of the student handbook.

In addition, the counselor and teacher will have met to discuss the student's placement.

CLASSROOM ORIENTATION

When the student enters the classroom, the classroom facilitator welcomes him or her and conducts a brief orientation and interview, including the following topics:

explanation of class set-up and requirements

encouragement of regular attendance

explanation of student's and facilitator's roles and responsibilities

Appendix R serves as a sample handout to introduce students to the classroom environment. At this time, a student may also be asked to complete a student information sheet (see Appendix G).

LEARNING PROCEDURES

In the CBAE program, with open entry/open exit, individualized instruction requires a systematic approach to be successful and effective. A systematic approach helps the facilitator manage a large number of learners at the same time and keep accurate records.

The classroom learning procedure for CBAE is based on the diagnostic prescriptive process. In Appendix R you will find a flow chart which graphically illustrates this process.

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Standards

The starting point for the process is a set of standards, or competencies, to be mastered. These can be presented in a variety of forms, including competency lists, curriculum frameworks, or performance standards. This can be transformed into course outlines, or course requirement sheets. Individual "Student Learning Guides" are used to teach each competency/standard within a given course. (See sample "Student Learning Guide" in Appendix S).

Diagnosis

Preliminary Evaluation
The learners take pre-tests at the beginning of each course and sometimes at the beginning of each unit within a course. No grades are given for these tests, which may be teacher made or standardized. Explicit directions are given in each "Student Learning Guide" as to pre-testing/scoring.

Interpretation
Pre-test results are discussed by the facilitator and the learner.

Decision on Needs
Based on the numbers and types of items missed, student strengths and weaknesses in the areas covered by the test are identified.

Prescription

The facilitator, with student input, develops the learner's course plan. Assignments are selected from assignment books or lists or are developed to meet the special needs of a particular learner. Selected assignments are based on the student's level, pre-test results, and learning style.

Note:
Assignment books or lists are developed by facilitators for each course and/or topic within a course. They list books, articles, computer-assisted instructional materials, audio-visual materials, and special assignments for each subdivision of the course. Resource listings are very precise, including exact titles, pages (where applicable), level, and course. Assignments are continuously revised and updated, incorporating new materials as they are received. (Most courses will have "Modules" already developed for the instructional process. Pre/post tests, final exams, and individual "Student Learning Guides" are all a part of these modules).

Instruction

The facilitator creates assignment cards or sheets from an assignment book or checks off assignments on an assignment sheet. Assignments are explained to the learners, and they are encouraged to request additional explanation, clarification, and feedback as needed. Facilitators make sure they

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interact with each learner for at least a portion of each class session. Learners complete their assignments and turn them in for facilitator feedback.

Evaluation

Post-tests are given at the end of each unit (Performance Standard) within a course and a final at the end of each course. The final Exam counts 10% of the overall course average.

Documentation

Course outlines or course requirement sheets are checked off as each area is completed. Basic skills sheets are checked off, where applicable. Grades are recorded on the learner's assignment cards and in the facilitator's records. If the student has successfully completed the work, credit is awarded. (See Appendix L for the standard "check sheet" for documentation of student mastery of competencies).

Remediation

If the learner has not successfully completed the course, the prescription process is again used to provide remediation. As illustrated on the flow chart in Appendix S, the learner may return to the prescription process at any time during the instructional period if he or she has difficulty with the prescribed materials or fails to successfully complete a unit.

ROLE OF THE LEARNING FACILITATOR

The learning facilitator is critical to the success of the CBAE process. He or she provides not only the instructional materials and guidance needed by the student, but also the human connection that can make the difference between success and failure.

The learning facilitator:

- creates a warm and supportive, yet challenging, classroom climate.
- creates a relaxed but structured learning environment.
- establishes and maintains an atmosphere of mutual cooperation and respect.
- builds student self-esteem through frequent positive reinforcement.
- develops a room arrangement suitable for individualized instruction with instructional materials clearly labeled.

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makes available a variety of learning/instructional aids on differing skill levels (i.e., textbooks, programmed materials, visual aids, computer-assisted programs, listening programs, modules).

establishes a systematic checkout system for prepared lessons (not necessarily out of the room).

prepares a lesson plan for each student (based on a unit plan).

interacts with the student on a daily basis, providing feedback and encouragement.

provides individual tutoring and counseling about progress.

arranges for some small group activities.

provides opportunities for students to experience subject matter through involvement with community resources.

attempts to meet students' immediate needs and help students (in cooperation with the counselor) to determine and work toward long-range goals.

uses competencies being taught students to address everyday survival skill needs.

maintains individual student files which certify competencies.

interfaces with the counselor on a regular basis.

The <u>learning procedure</u> for each student would be centered around

individualized instruction

a classroom management system based on the diagnostic and prescriptive process.

A sample of this learning procedures is presented below.

<u>TEACHER</u>	<u>STUDENT</u>
Standards (course outline)	Personal File Folder
Diagnosis (pre-test)	Remediation
Prescription (assignment sheets)	Individual study
Instruction (student)	Individual study--teacher aid
Evaluation (Post-test)	Successful

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Final Exam	10% of overall average
Documentation -- Course Outline Checkoff	Credit awarded
-- Basic Skills Sheet Checklist	Documentation

If a student is not successful on the post-test, he/she will continue to work through different assignments until he/she has mastered the material or the facilitator recommends taking another post-test.

RECORDS MANAGEMENT

Records of assignments and mastery are kept in the student's personal folder. The instructor should also keep a record of competency mastery on a file card which is separate from the student folder. (See Appendix L)

The contents of the student folder would be:

course outlines or course requirement sheets

basic skills profile sheet

pre- and post-test results
(Students should have records of the results of these;
the permanent records are maintained by the teacher)

assignments and progress by study units

information sheet on room rules

Records maintained by the teacher would be:

Student folders

- basic skills sheet (certification of competencies)

- course requirement sheet

- record of tests given and test results

- standarized test results

- pre- and post-test results (In some cases, actual student tests may be maintained for a specified period) Final Exam score

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Class roll book

Student assignment record (specific prescription)

* See Appendix L, for the Brevard Checklist.

RESOURCE MANAGEMENT

The resource management of a CBAE laboratory requires that the teacher/facilitator be throughly familiar with the material and that the material be organized systematically. There should be:

A variety of learning/instructional aids on differing skill levels in the form of textbooks, worktexts, programmed materials, visual aids, computer-assisted programs, listening programs, video and audiotapes, and filmstrips.

An inventory of all materials.

An index of materials by skill, by assignment and by reading level.

A systematic check-out system for textbooks, reference materials, tapes, filmstrips, software, videotapes, and other resources (for use within the classroom)

Using community resources is sometimes a problem with students at varying skill levels. The following suggestions may help:

Videotape presentations on-site and add them to materials available for student access.

Send students out to a library, business, industry, to governmental agencies to find the answers to a series of questions, to gather data for research assignments, or simply to observe and record reactions.

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CBAE GRADES, TESTING, AND CREDITS

Testing for competencies is acccomplished at the end of each module (or unit of study). Tests are administered by the instructor or testing personnel. It is desirable to have the unit tests prepared by a committee in the local district or generated by a computer from items stored in a test bank. The major concerns are that tests be relevant, measure specific competencies, and that alternative forms be available if retesting is necessary. Measures such as these help prevent cheating or test familiarity. Some tests need to have discussion questions (i.e., social studies) while others lend themselves to multiple choice.

Ideally, all test questions and answers could be integrated into a central computer record-keeping system and recalled easily for a variety of purposes. There are commercially developed systems which can assist with testing; grading; and keeping of student progress records on the computer.

If a student does not pass a certain competency, it is important that the competency be retested after remediation and not immediately following the first test. This also avoids test familiarity when retesting a student. Different test items should be used on the same level of difficulty.

Issuing credit for a course means that actual competencies have been attained and certified. In order to maintain a 1.5 grade average (State Law requirement), it is imperative that mastery of competencies be minimum level of 70 percent passage. Number of hours in a class is not a factor in granting credit. Courses must follow sequencing identified in the district pupil progression plan. When issuing credit to a co-enrolled (dual-enrolled) student from the day-school program, it is necessary to follow the procedures outlined in legislation (i.e., the Omnibus Education Bill of 1984 or minimum of 135 hours in class time) unless the District School Board accepts the competency-based adult education approach.

In serving co-enrolled high school day students in the adult program, it is desirable to have a standard permission form which is used by the school district. This form will contain (1) course name and number, and (2) the signatures of the principal, guidance counselor, parent/guardian, and student. This form will also have an agreement clause stating that the school district will accept the credits earned by the student and the grade assigned at the completion of the course. A dual-enrollee program offered through the adult education program should be addressed in the district pupil progression plan.

The following steps summarize Grading, Testing and Awarding of Credits:

TESTING OF COMPETENCIES WITHIN A COURSE:

- can be undertaken by instructor or testing personnel
- can use teacher-prepared tests or computer-generated items from a test bank
- can be integrated with a central computer record-keeping system when possible

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test items must address specific competencies being tested

passed at 70 percent level

RETESTING OF COMPETENCIES WITHIN A COURSE:

accomplished only after necessary remediation of competencies

must consist of different test items on same level of difficulty

passed at 70 percent level

FINAL TESTING:

a general overall test for the course

minimum 70 percent passing of the test

can be standardized subject-area test which addresses competencies

administered by counselor, testing personnel, or classroom instructor

test security must be maintained at all times

ISSUANCE OF CREDIT:

adult credit student--credit granted on basis of actual attainment of competencies regardless of time spent in class

student must have an overall 1.5 grade average in each subject area

co-enrolled student--follow county school board policy

DISTRICT ADULT EDUCATION ARTICULATION:

standard permission slip to enter CBAE program for dual-enrolled students

signatures of principal, guidance counselor, parent/guardian, and student

agreement to accept credit earned from CBAE Program

desirable to get school board to accept CBAE open entry/open exit concept with time in class of no importance as long as student masters competencies.

1985-86: Co-enrolled students must complete semester hours assigned to a course-approximately 53 hours and master all course standards.

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CBAE RECORD KEEPING

Complete and accurate records are essential for a CBAE program. There are basically two kinds of records which must be maintained and monitored by the administrative office. A description of the types of records required follows:

Permanent Records

Permanent records are defined by Section 230.3331 (2), Florida Statutes, as, "verified information of educational importance which shall be retained permanently."

Permanent records for the CBAE program shall include the following:

Transcripts

...completed courses with grades and credits awarded

...SSAT (Statewide Assessment Testing results)

...demographic data

...graduation and/or withdrawal data

...transcript* request data

*See sample transcript (Appendix O)

Standardized test results

Declaration of Student Form

Temporary Records

Temporary records are defined by Section 230.311 (3), Florida Statutes, as, "verified information of educational importance which is subject to periodic review and elimination, when the information is no longer needed."

Temporary records for the CBAE program shall include the following:

history of counseling completed with the student

attendance records

teacher grade reports

verification of course competencies achieved by the student

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placement and follow-up records

It is important that each adult education administrator, counselor, and records clerk be fully informed about national and state laws regarding access to student records. Most school districts and community colleges have official policies, student services manuals, etc. which should be referenced to so that the rights of the student are protected. Security of records and confidentiality of student records are important elements in proper record-keeping procedures.

Verification of Competencies, Grades, and Credits Awarded

A standardized form can be found in Appendix L which is to be used to document course completion. The form must contain the teacher's signature and that of the appropriate administrator. A copy will be provided to the student. All portions of the form must be completed.

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APPENDICES

The appendices included in this guide are standardized forms for the CBAE program. Other sample "classroom usage" forms can be found in the CBAE MANAGEMENT GUIDE FOR ADMINISTRATORS, TEACHERS, AND COUNSELORS.

As with any year or implementation of a new program concept, changes will occur. As a user of this guide, you should make notations within about any changes in policy, forms, and other up-dated information.

It is suggested that users of this Student Services Guide place it in a three ring notebook so that new information can be added at any time.

This Student Services Guide should be made available to all personnel who come in contact with students so that accurate communications can be made.

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BREVARD COMMUNITY COLLEGE
ADULT/COMMUNITY EDUCATION REGISTRATION

(Please Print) _____ _____ _____
LAST NAME FIRST MIDDLE/MAIDEN

SOCIAL SECURITY NUMBER

STREET CITY/STATE ZIP

WORK
HOME _____
TELEPHONE NUMBERS

PLACE APPROPRIATE NUMBER IN THE BOXES BELOW:

☐ (1) New Student
(2) Returning Student

☐ Student Classification
(1) Co-enrollee
(2) Other

☐ Senior Citizen
(60 yrs. & older
(1) Yes (2) No

☐ Veteran Educ. Benefits
(1) Yes
(1) No

☐ PROGRAM PRIORITY-SEE BACK
(1) Literacy-skills at or below 8th grade
(2) High School Diploma/GED*
(3) Basic skill to obtain or maintain employment
(4) Community Service (CIS)
(5) Recreation and Leisure
(6) Supplemental and Compensatory

ALL INDIVIDUALS IN PRIORITIES 3, 4, 5, 6, 7 MUST COMPLETE RESIDENCY AFFIDAVIT AND ATTACH
☐ Florida Resident (1) Yes (2) No
☐ ON FILE ☐ ATTACHED

*PRIORITY (2) STUDENTS ONLY: HIGHEST GRADE COMPLETED _____

I understand that I must furnish a transcript and must meet with a Center counselor and plan a program which will enable me to reach my indicated goal.

CHECK ONE: ☐ G.E.D. PREPARATION ☐ ADULT HIGH SCHOOL DIPLOMA ☐ CO-ENROLLMENT
SCHOOL _____

The following information is requested for statistical purposes and to report in compliance with State and Federal Regulations.

DATE OF BIRTH: (Month/Day/Year) _____

PLACE APPROPRIATE NUMBER IN THE BOX FOR EACH QUESTION

☐ SEX: [1] Male [2] Female

☐ ETHNIC GROUP: [1] Asian or Pacific Islander [2] American Indian or Alaskan Native [3] Black (not of Hispanic origin) [4] Hispanic [5] White (not of Hispanic origin) [6] Non-Resident Alien

In order to provide services to disabled students, the College is asking for "VOLUNTARY" self-identification of students with a specific disability. This information will be confidential and will be used for the sole purpose of aiding you to achieve your fullest potential.

☐ PLEASE PLACE APPROPRIATE NUMBER IN BOX FOR ANY OF THE FOLLOWING DISABILITIES THAT APPLY TO YOU:
[0] Not Applicable [3] Mobility Impairment [6] Epilepsy
[1] Visual Impairment [4] Cardiovascular [7] Dyslexia
[2] Hearing Impairment [5] Diabetes [8] Other or multiple disabilities

COURSE INFORMATION

SEQ. NO.	LETTERS	NUMBER	SECTION	COURSE TITLE	DAY	TIME	ROOM #

SIGNATURE OF APPLICANT

DATE

Business Office

Revised: August, 1985

OFFICE USE ONLY	CENTER #
REGISTRATION FEE:	TOTAL AMOUNT:
LAB FEE:	RECEIVED BY:
CASH ☐	DATE:
CHECK #	COURSE STARTING DATE:
DEFERRED:	
BILL TO: 44	TERM/YEAR:

BREVARD COMMUNITY COLLEGE - OPEN CAMPUS

REGISTRATION INFORMATION - STUDENT INTENT FOR TAKING A COURSE

Priority selection is required as a part of registration. Each student must check the appropriate priority on each registration form.

PRIORITY 1: Elementary Courses (grades 1-8)

You demonstrate skills at or below the eighth grade level, as measured by tests approved for placement (STATE BOARD OF EDUCATION - TABE) and wish to study to achieve literacy. Residency Affidavit not required.

FEES: $0.00

PRIORITY 2: High School Credit Courses (grades 9-12)

You lack a high school diploma or equivalent and wish to earn credits required for a high school diploma or are preparing for the General Education Development Test (GED). A transcript and program plan with a counselor required for adult high school diploma (credit program). Residency Affidavit not rquired.

FEES: $0.00

PRIORITY 3: High School Credit Courses (grades 9-12)

You have a high school diploma or equivalent and require improvement of academic or learning skills before pursuing postsecondary education goals in obtaining or maintaining employment, or to benefit for postsecondary adult vocational programs. Residency Affidavit required.

FEES: $10.00 - Florida resident
$20.00 - Non-Florida resident

PRIORITY 4: You are enrolling in non-credit courses concerned with community welfare in the areas of health, safety, human relations, government, child rearing, consumer economics and environment. This is a Community Instructional Services class. Residency Affidavit not required.

FEES: $10.00 - 1-50 hours
$20.00 - 51 and up

PRIORITY 5: You are enrolling for recreation and leisure. This is a fee/self support enrollment. Residency Affidavit not required.

FEES: Based on number of hours: 1-24 = $20; 25-30 = $25; 31-36 = $30; 37 & up = $35

PRIORITY 6: You are entering vocational supplemental or compensatory education courses for non-credit or continuing education units (CEU). Residency Affidavit required.

FEES:

Contact Hours per Course	Florida Resident	Non-Resident
1 - 20	$ 10.00	$ 20.00
21 - 60	25.00	50.00
61 & up	40.00	80.00

LAB FEES: Lab fees are charged for particular courses. Florida residents and non-Florida residents pay the same lab fee. Students are responsible for purchase of textbooks.

APPENDIX C

BREVARD COMMUNITY COLLEGE

RESIDENCE AFFIDAVIT

READ INSTRUCTIONS ON BACK OF PAGE BEFORE COMPLETING

OFFICE USE ONLY
STATE COUNTY
ZONE

SECTION 1: 18 YEARS OF AGE OR MARRIED
(If a Resident Alien complete Section 3 also)

STATE OF FLORIDA

COUNTY OF _____

I, _____, being duly sworn on my oath say that I am a Bona fide citizen or Resident Alien and a resident of the State of Florida as defined on back of page, and as such entitled to admission to Brevard Community College.

I have continuously resided in the state of Florida since _____

I declare under penalty of perjury punishable by law as a misdemeanor under Section 837.06, Florida Statutes, that the foregoing is true and correct. Executed on _____
(Date)

_____
(Student's Signature - Sign in ink)

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SECTION 2: PARENT OR GUARDIAN
(If a Resident Alien complete Section 3 also)

STATE OF FLORIDA

COUNTY OF _____

I, _____, being first duly sworn on my oath say that I am a bona fide citizen or Resident Alien and a resident of the State of Florida as defined on the back of page and that I am the

_____ of _____
Father, Mother or Legal Guardian — Student's Name

who is under the age of eighteen and unmarried and who has applied for admission to Brevard Community College.

I have continuously resided in the State of Florida since _____.

I declare under penalty of perjury punishable by law as a misdemeanor under Section 837.06, Florida Statutes, that the foregoing is true and correct. Executed on _____
(Date)

_____
(Parent or Legal Guardian's Signature-Sign in ink)

NOTE: If the parents are divorced OR if this affidavit is executed by someone other than the parent, satisfactory evidence of the assignment of legal guardianship to the party signing the affidavit must be furnished.

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SECTION 3: RESIDENT ALIEN

IMPORTANT A Resident Alien who claims Forida residence must execute this section in addition to SECTION 1 or 2 above as appropriate.

STATE OF FLORIDA

COUNTY OF _____

I, _____, being first duly sworn on my oath say that I am registered with the U.S. Immigration and Naturalization Service as a RESIDENT ALIEN and that I have continuously resided in the State of Florida since _____ 19_____
My RESIDENT ALIEN registration number is _____,
or I received a Cuban Refugee or Vietnamese Parole Card on _____.
(date)

I declare under penalty of perjury punishable by law as a misdemeanor under Section 837.06, Florida Statutes, that the foregoing is true and correct. Executed on _____
(Date)

_____
(Resident Alien's Signature - Sign in ink)

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SECTION 4: NON-FLORIDA RESIDENT

I do not qualify for classification as a Florida resident as defined on back of page. I last resided in (State)_____.

_____ _____
(Student's Signature - Sign in ink) (Date)

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RESIDENCE REQUIREMENTS

PLEASE READ THE FOLLOWING INFORMATION CAREFULLY AND EXECUTE THE APPROPRIATE SECTION ON PAGE 3.

CLASSIFICATION OF STUDENTS FOR TUITION PURPOSES:

For the purpose of assessing tuition, applicants are classified as Florida or non-Florida students. In applying this regulation, "applicant" shall mean a student applying for admission to Brevard Community College if the student is at least 18 years of age or married. If the student is a minor and unmarried, it shall mean the parents, parent or legal guardian of his or her person. Such applicant will pay the non-Florida tuition and other charges required of non-Florida students. Unless he or she shall be a citizen of the United States or Resident Alien and *shall have physically resided and had his or her habitation, with the intent to establish domicile, home and permanent abode in the State of Florida for at least 12 consecutive months (after reaching the age of majority, 18 years) immediately preceding the first day of classes of the current term.*

All students who do not qualify as Florida students under the above definition are classified as non-Florida students for tuition purposes.

INSTRUCTIONS:

1. If you are at least 18 years of age or married and qualify as a Florida resident as defined above, execute SECTION 1 on page 3.
2. If you are under 18 years of age and unmarried and your parent or legal guardian qualifies as a Florida resident as defined above, execute SECTION 2 on page 3.
3. If you are under 18 years of age and unmarried and your parents are DIVORCED, your residence for tuition purposes will be determined by the residence of the person assigned legal custody of your person. If that person qualifies as a Florida resident as defined above, have that person execute SECTION 2 on page 3.
4. If you do not qualify as a Florida student as defined above, sign SECTION 4 on page 3.

RESIDENT ALIEN:

A Resident Alien who claims Florida residence must execute SECTION 3 on page 3 in addition to SECTION 1 or 2 as appropriate.

NON-RESIDENT ALIEN (Foreign Student Visa or Other Visa):

Students who are non-Resident Aliens or who are in the United States on a Non-Immigrant Visa will not be entitled to classification as a Florida Resident.

SPECIAL CATEGORIES:

The following categories shall be treated as Florida residents for tuition purposes:

1. Military personnel of the United States of America on active duty and stationed in Florida, including dependent members of their immediate families.
2. Veterans of the United States of America retired with twenty (20) or more years of active military service, including dependent members of their immediate families, who are in Florida at the time of retirement, or who move to Florida within one year following retirement and intend to make Florida their permanent home.
3. Full-time public elementary, secondary, and university faculty members under current teaching contracts in the State of Florida, their spouses and members of their immediate family; provided, however, this provision does not include a daughter-in-law or son-in law of such faculty member.
4. Full-time faculty and career employees of the community college system, their spouses and members of their immediate family; provided, however, this provision does not include a daughter-in-law or son-in-law of such employee.
5. Florida residents who had their residency in Florida interrupted by service in the United States armed forces, the peace corps or other similar volunteer organizations fostered by the United States government shall be deemed to have had residency in Florida during times of service in the aforementioned organizations.

SPECIAL NOTE

Any student granted status as a Florida student which status is based on a sworn statement which is false shall, upon a determination of such falsity, be subject to such disciplinary sanctions as may be imposed by the president of the community college, which sanctions may include permanent expulsion or any lesser penalty including withholding of all credits for course work completed at the community college

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APPENDIX D

BREVARD COMMUNITY COLLEGE - BOARD OF EDUCATION

CO-ENROLLEE NOTIFICATION

TO: _____
Dean/Principal, Adult/Community Education Center

FROM: _____
Originating School

STUDENT NAME: _____ STUDENT NUMBER: _____

has permission to enroll in the Adult/Community Education Program and will be taking (Course Title and Number) _____ during the (please circle one) FALL WINTER SPRING SUMMER term.

The course will be taken for (please check one) __CREDIT __ NON-CREDIT

HOME ADDRESS: _____

CITY: _____ STATE: _____ ZIP: _____

TELEPHONE: _____ AGE: _____ BIRTHDATE (month/day/year): _____

REQUIRED SIGNATURES

DATE: _____ APPROVED - PARENT: _____

DATE: _____ APPROVED - COUNSELOR: _____

DATE: _____ APPROVED - DAY SCHOOL PRINCIPAL: _____

Brevard Community College is an equal opportunity/equal access institution.

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APPENDIX E

TRANSCRIPT REQUEST

COCOA ADULT/COMMUNITY EDUCATION
2000 TIGER TRAIL
COCOA, FLORIDA

DATE_____

TO: _____

ADDRESS: _____

_____

RE:_____

DATE OF BIRTH:_____

LAST GRADE
& YEAR
ATTENDED: _____

The above named student has enrolled in the Cocoa Adult/Community Education Program. Please forward this office an official transcript of his/her credits.

Thank you.

STATEMENT OF CONSENT:

I,_____, give my permission to the designated authority of Adult/Community Education Program to request and/or release my academic records in accordance with the School Board policy as stated.

1. 43.5 Students 18 years of age or over - Whenever a student has attained 18 years of age, the permission and consent required of and accorded to the parents as to student records shall thereafter only be required of and accorded to the student.

2. 43.7 Transcripts of Records - Transcripts of student's records shall not be released to any post-secondary school or institution of higher education without written consent from the student's parents specifying the records to be released, the reasons for such release, and to whom, and with a copy of the records to be released, the reasons for such release, and to whom, and with a copy of the records to be released to the student's parents (and the student if desired by the parent).

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_____
Signature

APPENDIX F

CREDIT EVALUATION

NAME: _____

TARGET DATE FOR OBTAINING DIPLOMA: _____

TOTAL CREDITS REQUIRED FOR TARGETED GRADUATION: _____

PLAN I: CREDITS REQUIRED: 22--GRADES 9--12 (Students who earn a diploma by the end of the 1984-85 and 1985-86 school year)

ENGLISH: ☐ ☐ ☐ ☐

MATH: ☐ ☐ ☐

SCIENCE: ☐ ☐ ☐

AMERICAN HISTORY: ☐

CPS: ☐ OR * WORLD HISTORY ☐

ELECTIVES: ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐

SSAT I: MATH: TAKEN ☐ REMEDIATION COMPLETED: ☐

COMMUNICATION: TAKEN ☐

REMEDIATION COMPLETED ☐

SSAT II: PASSED MATH: ☐ PASSED COMMUNICATIONS: ☐

*WORLD HISTORY MAY BE TAKEN TO MEET THE CPS REQUIREMENT IF THE CURRICULUM IS THE ONE ADOPTED FOR THIS PURPOSE, OTHERWISE IT WOULD COUNT AS A SOCIAL STUDIES ELECTIVE AND CPS WOULD BE NECESSARY FOR GRADUATION.

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PLAN II: CREDITS REQUIRED: 24--GRADES 9--12 (Students who earn a diploma by the end of the 1986--1987 school year and after. Grade point average of 1.5 is required for required courses)

ENGLISH: ☐ ☐ ☐ ☐

MATH: ☐ ☐ ☐

SCIENCE: ☐ ☐ ☐ **(Two must have labs)**

AMERICAN HISTORY: ☐ **WORLD HISTORY:** ☐

ECONOMICS: ◺ **AMERICAN GOVERNMENT:** ◺

PRACTICAL ARTS VOCATIONS: ◺ **(COURSE: _____)**
PERFORMING ARTS VOCATIONS: ◺ **(COURSE: _____)**
LIFE MANAGEMENT SKILLS: ◺ **(COURSE: _____)**

ELECTIVES: ☐ ☐ ☐ ☐ ☐ ☐
☐ ☐ ☐

SSAT I: MATH: TAKEN: ☐ **REMEDIATION COMPLETED:** ☐

COMMUNICATIONS: TAKEN: ☐
REMEDIATION COMPLETED: ☐

SSAT II: MATH PASSED: ☐ **COMMUNICATIONS PASSED:** ☐

CREDIT EVALUATION CHECKED AND UPDATED AND COMMUNICATED TO THE STUDENT:

EVALUATOR	DATE	COMMENTS
_____	_____	_____
_____	_____	_____
_____	_____	_____

APPENDIX G

STUDENT INFORMATION SHEET

DATE: _____

TERM: _____

SUBJECT: _____

Student's Name: _____

Address: _____
Street City State Zip

Phone: _____ Marital Status: _____ No. of Children: _____

Last School Attended: _____

Last Grade Completed: _____ Are You Employed? _____

If so, Where? _____

Position: _____ How Long? _____

Not Employed: _____ Are You Seeking Employment? _____

Full or Part-time? _____ Are You Handicapped? _____

Are You Receiving Public Assistance? _____ Limited English Proficiency? _____
(Foreign Born)

Purpose for Program Entry: _____

*If seeking an Adult High School Diploma, complete this section:

List all the credits you now have toward your high school diploma: _____

_____

_____

_____

_____

What other courses are you taking this term? _____

_____

_____

What are your hobbies and interest? _____

_____

_____

What do you plan to do after earning your diploma? _____

_____

_____

SSAT # 1 Status: _____ SSAT # 11 Status: _____

APPENDIX H

WITHDRAWAL FORM
(must be completed for each course)

Term _____

Student Name _____ Student No. _____
(PLEASE PRINT) LAST FIRST MIDDLE

Address _____ _____ _____ _____
NO. STREET CITY STATE ZIP

Withdrawing from: Course No. _____ Section _____ No. Credits _____
LETTERS NUMBER

Subject _____

Instructor _____ Date _____

G. I. Bill Yes____ No____ Withdrawing from all courses Yes____ No____

Financial Aid Yes____ No____ Credits Remaining _____

Reason:	This section for Instructor/Counselor Only
_____ STUDENT'S SIGNATURE	_____ INSTRUCTOR/COUNSELOR SIGNATURE
_____ DATE	_____ DATE
	Unsatisfactory Attendance Yes____ No____
	Unsatisfactory Progress Yes____ No____
	Student Notified Yes____ No____
	Last Day of Attendance _____

Student Will Not Be Officially Withdrawn Until Processed By Admissions/Records Office

REGISTRAR'S COPY

SPEEDIPLY ® MCP ® Moore Business Forms, Inc., A, Patented

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APPENDIX I

BREVARD COMMUNITY COLLEGE
ADULT/COMMUNITY EDUCATION REGISTRATION

SOCIAL SECURITY NUMBER

(Please Print) _____

LAST NAME FIRST MIDDLE/MAIDEN

drop

COURSE INFORMATION

SEQ.NO.	LETTERS	NUMBER	SECTION	COURSE TITLE	DAY	TIME	ROOM #

add

COURSE INFORMATION

SEQ.NO.	LETTERS	NUMBER	SECTION	COURSE TITLE	DAY	TIME	ROOM #

_____
SIGNATURE OF APPLICANT

_____
DATE

_____
PROVOST/DEAN SIGNATURE

_____
DATE

OFFICE USE ONLY	CENTER #
REGISTRATION FEE:	TOTAL AMOUNT:
LAB FEE:	RECEIVED BY:
FEE WAIVED:	DATE:
· Reason:	COURSE STARTING DATE:
· Deferred:	
· Bill to:	TERM/YEAR:

Brevard Community College is an equal opportunity/equal access institution.

DISTRIBUTION: White – Business Office Yellow – Center Pink – Center Goldenrod – Student

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APPENDIX J

BREVARD COMMUNITY COLLEGE
ADULT/COMMUNITY EDUCATION

REPORT TO STUDENTS*

TERM _____ 19 ____

SOCIAL SECURITY NUMBER

STUDENT NAME _____

IF CO-ENROLLED PLEASE PRINT THE NAME OF THE DAY HIGH SCHOOL _____

SEQ. NO.	LETTERS	NUMBER	SECTION	COURSE TITLE	DAY	GRADE

CONTINUING EDUCATION UNITS _____ CREDITS _____

EDUCATION CENTER

TEACHER'S SIGNATURE DATE

*THIS IS NOT AN OFFICIAL TRANSCRIPT

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Counselor Shares with
CBAE Instructor

APPENDIX K

STUDENT DIAGNOSTIC PROFILE

STUDENT'S NAME: _____
LAST FIRST MIDDLE

I. FROM TRANSCRIPT

	TOT. RDG.	SPELL	TOT. LANG.	TOT. MATH
A. CTBS (NATIONAL PERCENTILE)	_____	____	_____	_____

TOT. BATTERY	DATE TAKEN
_____	_____

B. PHASE LEVEL (ABILITY/ACHIEVEMENT GROUPING)
(LOW 1-2, AVERAGE 3, HIGH 4-5)

MATH: _____, ENGLISH: _____, SCIENCE: _____,

SOC. STUDIES:_____

C. OTHER DIAGNOSTIC TESTS ON RECORD:

TEST	RESULTS
1. _____	1. _____
2. _____	2. _____

II. TABE (TEST FOR ADULT BASIC EDUCATION)
(SEE ATTACHED STUDENT PROFILE FROM TABE)

1. LOCATOR TEST: LEVEL: VOCAB: ____ MATH_____DATE: ___

2. TABE TEST: LEVEL: VOCAB: _____ MATH: _____FORM:____
RESULTS LISTED BELOW BY GRADE LEVEL

(A) READING: VOCAB. _____, COMPR._____, TOTAL:_____

(B) MATH: COMPU: ___, CNCPT. & PROB. ___, TOTAL:___

(C) ENG: MECH & EXPR:___, SPELL: ___, TOTAL: ____

COMMENTS (USE BACK IF NEEDED):

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4. WHY DO YOU NOW WISH TO OBTAIN A HIGH SCHOOL DIPLOMA?

A. _____FOR EMPLOYMENT/PROMOTION

B. _____FOR SELF-IMPROVEMENT

C. _____FOR IMPROVED SOCIAL ACCEPTANCE

D. _____OTHER (EXPLAIN)

5. HAVE YOU EVER BEEN IN AN EXCEPTIONAL EDUCATION PROGRAM? _____YES _____NO

6. IF YOUR ANSWER TO NUMBER FIVE WAS "YES", CHECK THE PROGRAM YOU WERE IN:

_____EMH (EDUCABLE MENTALLY HANDICAPPED)

_____EH (EMOTIONALLY HANDICAPPED)

_____SLD (SPECIFIC LEARNING DISABILITIES)

_____PI (PHYSICALLY HANDICAPPED)

_____GIFTED

_____OTHER (LIST OR EXPLAIN)

COMMENTS:

APPENDIX L

INDIVIDUAL PERFORMANCE STANDARD CHECK SHEET

CBAE

HIGH SCHOOL COMPLETION

YEAR: _____ TERM: _____

STUDENT NAME: _____

COURSE TITLE: _____

COURSE NO.: _____

ADULT CENTER: _____

Performance Standard	Pretest Score/Date		Learning Activities	Self-Check	Review Exercises	POSTTEST DATE	SCORE	Instructor Initials	COMMENTS

Instructor Signature: _____

Dean's Signature: _____

Date: _____

Test Average: _____

Exam Grade: _____

Final Grade Ave: _____

Credit: _____

Instructor's Name:_____

Course Title & Number:_____

Adult Center:_____

CBAE INSTRUCTOR'S PERFORMANCE STANDARD CHECK SHEET

Directions: Place the Performance Standard Number in the box provided at the top. Place the date in the corresponding box to indicate completion.

STUDENTS' NAMES																									

APPENDIX M

FOR OFFICE USE ONLY

FEE _____

RECEIPT # _____

DATE _____

BREVARD COMMUNITY COLLEGE
COCOA, FLORIDA

ATTACH PHOTO HERE
(REQUIRED)

GED TEST APPLICATION
FORM A

1. NAME _____ (LAST / FIRST / MIDDLE) 2. _____ SOCIAL SECURITY NUMBER

3. ADDRESS _____ 4. CITY _____ ZIP _____

5. TELEPHONE _____ 6. DATE OF BIRTH _____ AGE _____

7. PLACE OF BIRTH _____ (CITY / COUNTY / STATE)

8. HAVE YOU PREVIOUSLY TAKEN THE GED TEST? (check one) ☐ YES ☐ NO

If yes, where? _____

9. HIGHEST GRADE/YEAR COMPLETED THROUGH REGULAR SCHOOL ATTENDANCE _____
(IF YOU HAVE ALREADY RECEIVED A HIGH SCHOOL DIPLOMA YOU ARE NOT ELIGIBLE TO TAKE THE GED TEST)

10. NAME LAST REGULAR SCHOOL ATTENDED _____

11. DATE OF WITHDRAWAL FROM SCHOOL _____

12. IF YOU COMPLETED GED PREP COURSES WHAT ADULT CENTER DID YOU ATTEND? _____

_____

CERTIFICATION:

I hereby apply to the Florida State Department of Education for a Florida High School Diploma. I certify that I am a resident of the State of Florida, that the above statements are true to the best of my knowledge, and the photo at the top of this page is one of the applicant.

13. _____ (SIGNATURE / DATE)

NOTE: PERSONS WHO ARE 16 OR 17 YEARS OLD MUST COMPLETE THIS PART OF THE APPLICATION *AND* FORM B

The above named person is requesting special consideration and approval to take the GED test. Permission to take the test is given providing the individual is not enrolled in a regular day school program and has parent/guardian approval and the approval of the Brevard County Superintendent of Schools.

14. _____ ☐ COMPLETED FORM B (ATTACHED)
APPROVAL OF PARENT/GUARDIAN

SPECIAL INSTRUCTIONS:

1. No application will be accepted unless each blank is completed.
2. 16 or 17 year old candidates must have completed Forms A and B.
3. Enclose your check or money order – $14.50 (Complete Set) $3.00 (Each Test Retake)
4. Make check *payable* to Andersen Elementary School. Send application and check to:

R. C. Roth, GED Test Administrator
Andersen Elementary School
3011 South Fiske Boulevard
Rockledge, Florida 32955
(Telephone: 636-5610)

(Completed form must be in hands of testing agent before test date deadline.)

TEST SCHEDULE ON OTHER SIDE

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APPENDIX M

GED APPLICATION
FORM B

SUPPLEMENTAL FORM FOR 16 OR 17 YEAR OLDS

During the 1983 Legislative Session, the State Legislators passed the following:

Section 5, Subsection (4) of Section 229.814. Florida Statutes, is amended to read: "Any candidate for a high school equivalency (GED) diploma shall be at least 18 years of age on the date of the examination except that in *extraordinary circumstances* as provided for in the rules of the school board of the district in which the candidate resides or attends school, said candidate may take the examination after reaching the age of 16."

In compliance with this law, 16 and 17 year old candidates will register for the test by the following procedure:

1. Obtain and complete a regular application.
2. Send (or hand deliver) the application and Form B to the Area Superintendent and identify the extraordinary circumstances in writing which would justify approval by the Superintendent of Schools. This can be written by the parent or student.
3. The Area Superintendent will immediately review your case and make his/her recommendation to the Superintendent.
4. The superintendent's office will return the application (Form A and Form B) to you. If approved, then you can attach your check for $14.50 (test fee) and mail to Andersen Elementary School. You will then be offically registered and so notified.

NORTH AREA SUPERINTENDENT	CENTRAL AREA SUPERINTENDENT	SOUTH AREA SUPERINTENDENT
Mrs. Betty McCallister 850 Knox McRae Drive Titusville, FL 32780 631-1911, ext. 301	Mr. Robert S. Koontz 1260 South Florida Avenue Rockledge, FL 32955 631-1911, ext. 417	Mr. Robert Donaldson 1948 Pineapple Street Melbourne, FL 32935 631-1911, ext. 546

STATE YOUR REASONS FOR REQUESTING PERMISSION TO TAKE THE GED TEST ON OTHER SIDE

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ABE
STUDENT ENROLLMENT FORM

TRC: _____

LOCATION: _____

DATE: _____
Mo. Day Year

STUDENT SS #: _____

TEST SCORES: _____
READING

TABE _____
MATHEMATICS

NAME _____

ADDRESS: _____

CITY _____ ZIP _____

PHONE _____ AGE _____
HOME WORK

ETHNIC GROUP

ENTRY LEVEL	BLACK		WHITE		HISPANIC		OTHER	
	M	F	M	F	M	F	M	F
LEVEL I (0-4)								
LEVEL II (5-8)								
PRE- G.E.D.								
G.E.D. REFERRAL								
ADULT H.S.C. REFERRAL								

CHECK ALL THAT APPLY OR COMPLETE:	
EMPLOYED	
WHERE: _____	
UNEMPLOYED (SEEKING EMPLOYMENT)	
NONWORKER	
RECEIVING PUBLIC ASSISTANCE	
HANDICAPPED	
FOREIGN BORN	
TRANSPORTATION PROBLEMS	
CHILD CARE PROBLEMS	

TYPE SERVICE AND LEVEL

ABE & OTHER AGENCIES	LEVEL		
	I	II	III
JOB REFERRAL			
TRAINING REFERRAL			
DAY CARE			
PROVIDE TRANSPORTATION			
TRANSPORATION ARRANGED			
OUTREACH INSTRUCTION			
ADULT CENTER ABE INSTRUCTION			
TUTORIAL INSTRUCTION			

(Instructor(ABE): Compile statistical data from each of these forms at the end of each term. Place cumulative data on a blank form and turn in to the Dean.

LAST GRADE COMPLETED: _____ OBJECTIVE: _____

HOW DID YOU FIND OUT ABOUT PROGRAM? _____

ACHIEVEMENTS	CHECK ONE OR MORE
1- IMPROVED SKILLS FOR PERSONAL AND INCREASED SELF-CONFIDENCE	
2- OBTAINED OR IMPROVED COMPENTENCIES:	
A. GOVERNMENT & LAW	
B. COMMUNITY RESOURCES	
C. CONSUMER ECONOMICS	
D. PARENTING	
E. OCCUPATIONAL KNOWLEDGE	
F. HEALTH CARE	
G. OTHER	
3- LEVEL I: LEARNED MATH, READING, WRITING	
ENTERED REGULAR CBAE DIPLOMA PROGRAM	
ENTERED PRE-GED OR GED PROGRAM	
PASSED GED TEST	
ENTERED A TRAINING PROGRAM	
VOTED FOR THE FIRST TIME	
OBTAINED A JOB	
OBTAINED A BETTER JOB OR SALARY	
REMOVED FROM PUBLIC ASSISTANCE	
OBTAINED TRAINING ON INCOME TAX	
COMPLETED ABE LEVEL I & II	
OTHER	

SEPARATIONS

ITEM	CHECK ONE
1- COMPLETED OBJECTIVE	
2- HEALTH PROBLEMS	
3- CHILD CARE PROBLEMS	
4- TRANSPORTATION PROBLEMS	
5- FAMILY PROBLEMS	
6- LOCATION OF CLASS	
7- LACK OF INTEREST	
8- TIME CLASS SCHEDULED	
9- OTHER REASON KNOWN(SPECIFY)	
10- UNKNOWN REASON	

MASTERED MINIMUM STUDENT PERFORMANCE STANDARDS-GRADES 3, 5, 8 (CIRCLE APPROPRIATE LEVELS)

MATHEMATICS 3, 5, 8

COMMUNICATIONS 3, 5, 8

57

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BCC

ADULT EDUCATION TRANSCRIPT
BREVARD COMMUNITY COLLEGE
1519 Clearlake Road
Cocoa, Florida 32922
(305) 632-1111

_____ Center

STUDENT NAME _____ MALE____ FEMALE____ DATE OF BIRTH _____ VETERAN____ YES____ NO

ADDRESS _____ SOCIAL SECURITY NUMBER _____
Street City State Zip

REQUIRED COURSES

Language Arts	Date	Grade	Cr

Mathematics	Date	Grade	Cr

Science	Date	Grade	Cr

Social Studies	Date	Grade	Cr

	Date	Grade	Cr
Practical Art Voc.			
Performing Arts			
Life Management			
Physical Education			

Elective Courses

Total Credits Earned _____

This student has passed the Florida Statewide Assessment Test Requirements

___Part I - Communications
___Part I - Mathematics
___Part II - Communications
___Part II - Mathematics
___GPA
___TABE

	Date	Grade	Cr

Graduation credit requirements

1984-85 and 1985-86

English_____4

Mathematics_____3

Social Studies_____2

Science_____3

Electives_____10

Total credits required - 22
(Grades 9 - 12)

Graduation credit requirements

1986 - 1987

English_____4

Mathematics_____3

Science_____3

Social Studies_____3

Practical Arts Vocations_____.5

Performing Arts Vocations_____.5

Life Management Skills_____.5

Physical Education _____.5

Electives_____ 9

Total credits required - 24
(Grades 9 - 12)

Transcript Request (s)

Date	Sent to

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OPTIONAL STANDARDIZED TESTING

APPENDIX - P

The following tests may also be used at specific centers at the option of the center.

TEST	COMPONENTS	DESCRIPTION
SCHONELL	WORD RECONGITION	Individual, one-page oral word recognition test giving indication of sight vocabulary, phonetic background, and speech deficiencies-- Grade level scores
PEABODY INDIVIDUAL ACHIEVEMENT TEST (PIAT)	READING RECOGNITION READING COMPREHENSION	Individual, multipart oral achievement test including general information and spelling tests -- Grade level scores
WIDE RANGE ACHIEVEMENT TEST (WRAT)	READING SPELLING MATHEMATICS	Oral word recognition, written spelling and timed mathematics Grade level scores
WOODCOCK READING MASTERY TESTS	LETTER IDENTIFICATION WORD IDENTIFICATION WORD ATTACK WORD COMPREHENSION PASSAGE COMPREHENSION	Individual oral achievement tests for use from kindergarten to grade 12 with two alternate forms available-- Grade level scores
COMPREHENSIVE TEST OF BASIC SKILLS (CTBS)	READING VOCABULARY READING COMPREHENSION SPELLING LANGUAGE MECHANICS LANGUAGE EXPRESSION MATH COMPUTATION MATH CONCEPTS AND APPLICATION REFERENCE SKILLS SCIENCE SOCIAL STUDIES	Test to measure those skills prerequisite to sutdying and learning in subject-matter courses measuring comprehension and application of concepts and principles available on seven levels with differing components--Grade level scores
CAT CALIFORNIA ACHIEVEMENT TEST	READING: Vocabulary Comprehension ENGLISH: Mechanics Expression Spelling MATH: Computation	Group test in 8 sections designed to identify skill weaknesses in each area-- Grade level scores

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APPENDIX Q

COUNSELOR CONTACT

CHECK ACTION TAKEN

COUNSELOR NAME	DATE	CREDIT EVAL.	PERSONAL COUNSEL	CAREER COUNSEL
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

COMMENTS: _____

_____

_____

_____

FINAL PRE-GRADUATION COUNSELING:

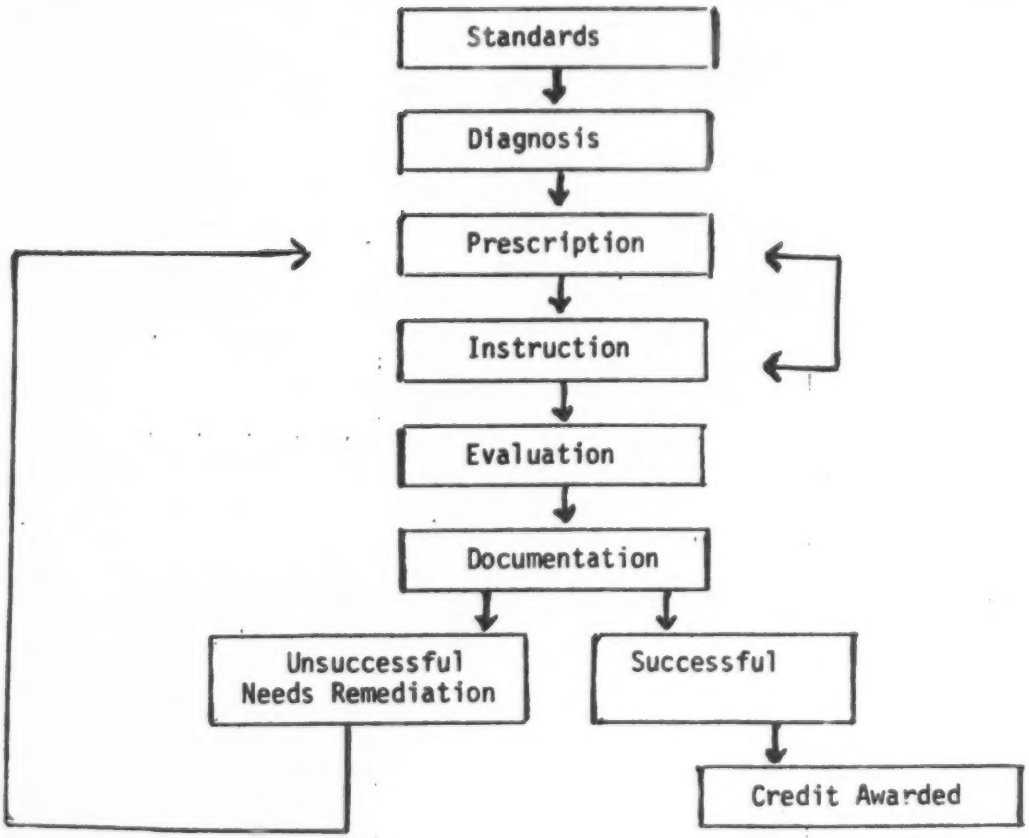
COUNSELOR: _____ DATE: _____

APPENDIX R

CBAE

Flow Chart

Classroom Learning Procedure Based on the Diagnostic-Prescriptive Process



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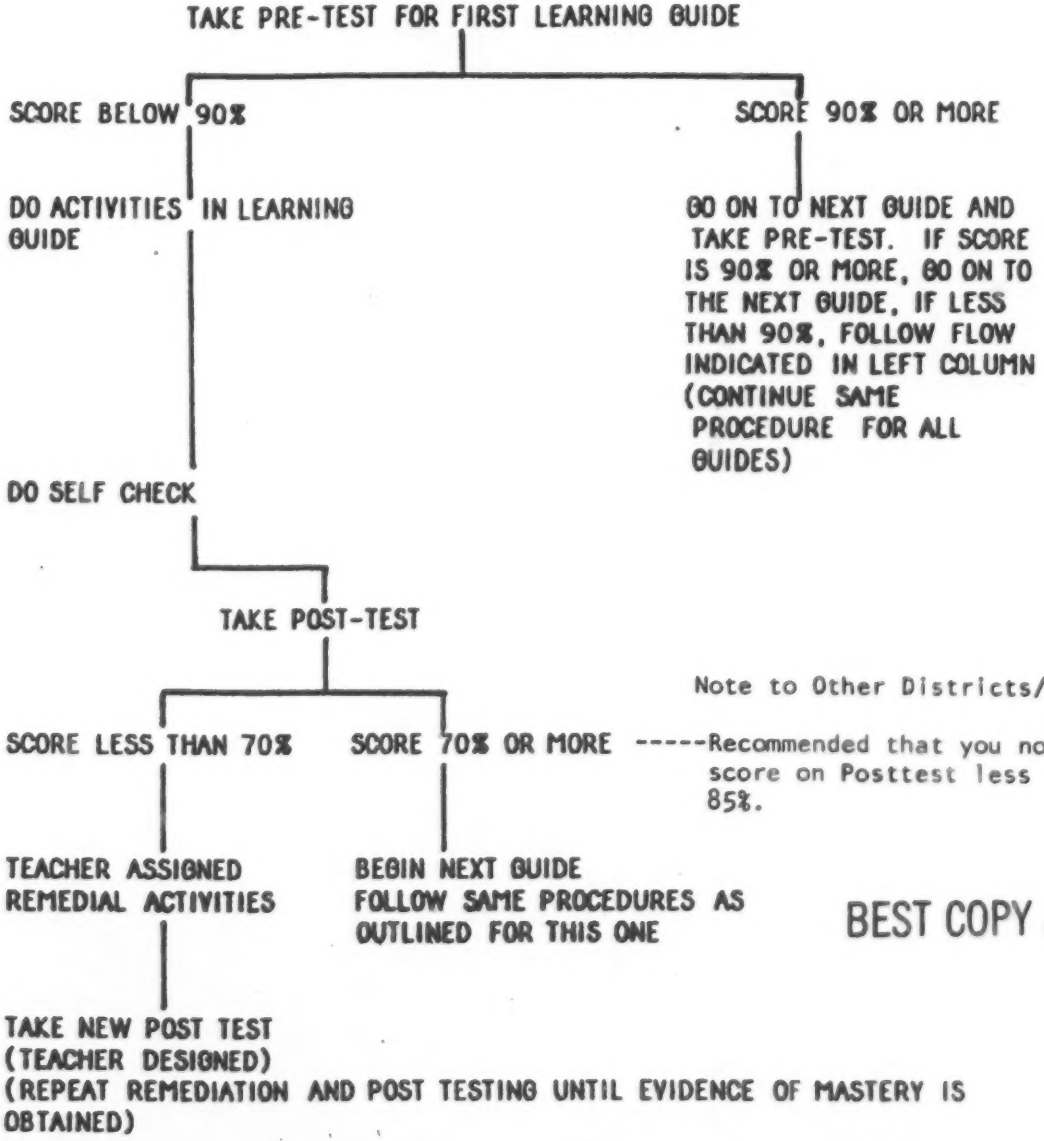
Source:
Lee Adult High School,
Leesburg, Fl.

CBAE LEARNING GUIDE FLOW CHART

INTRODUCTION:

PRIOR TO BEGINNING YOUR FIRST LEARNING GUIDE, READ ALL OF THE INTRODUCTORY MATERIALS REGARDING THE COURSE. REVIEW THE PERFORMANCE STANDARDS AND THE SEQUENCE OF THE STANDARDS TO BE ADDRESSED FOR THE ENTIRE COURSE. IF YOU STILL HAVE ANY QUESTIONS ABOUT THE FORMAT OF THE GUIDES AND THE PROCEDURES TO BE FOLLOWED IN THE CLASS, ASK YOUR INSTRUCTOR AT THIS TIME. YOU SHOULD NOW BE READY TO BEGIN WORK ON THE LEARNING GUIDES.

FLOW CHART


TAKE PRE-TEST FOR FIRST LEARNING GUIDE
SCORE BELOW 90%
SCORE 90% OR MORE
DO ACTIVITIES IN LEARNING GUIDE
GO ON TO NEXT GUIDE AND TAKE PRE-TEST. IF SCORE IS 90% OR MORE, GO ON TO THE NEXT GUIDE, IF LESS THAN 90%, FOLLOW FLOW INDICATED IN LEFT COLUMN (CONTINUE SAME PROCEDURE FOR ALL GUIDES)
DO SELF CHECK
TAKE POST-TEST
SCORE LESS THAN 70%
SCORE 70% OR MORE
TEACHER ASSIGNED REMEDIAL ACTIVITIES
BEGIN NEXT GUIDE FOLLOW SAME PROCEDURES AS OUTLINED FOR THIS ONE
TAKE NEW POST TEST (TEACHER DESIGNED)
(REPEAT REMEDIATION AND POST TESTING UNTIL EVIDENCE OF MASTERY IS OBTAINED)

Note to Other Districts/C.Colleges:

-----Recommended that you not have score on Posttest less than 85%.

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NOTE: UPON COMPLETION OF ALL GUIDES, YOU MUST TAKE THE FINAL EXAM FOR THE COURSE. PASSING SCORE FOR FINAL IS 70%.

APPENDIX S

SAMPLE STUDENT LEARNING GUIDE

GENERAL MATHEMATICS II

BIBLIOGRAPHY

General Mathematics Skills and Applications (Adopted Text)
Silver Burdett

Stein's Refresher Mathematics
Allyn Bacon

Practical Math Book 2
Steck-Vaughn

Basic Skills With Whole Numbers
Cambridge

Essential Mathematics for Life
Percents, Graphs, and Measurement
Scott Foresman

Basic Math Level Vii
McCormick-Mathers

Essential Mathematics for Life
Basic Review, Geometry and Algebra
Scott Foresman

Visual Data
Understanding and Constructing Graphs
Frank E. Richards Publishing Co., Inc.

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CURRICULUM FRAMEWORK
Florida Department of Education

SUBJECT AREA: MATHEMATICS

COURSE NUMBER: 1205350 COURSE TITLE: GENERAL MATHEMATICS II

CREDIT: _____ .5 _X_ 1.0

APPLICABLE GRADE LEVEL(S): __ P/K-5 __ 6-8 _X_ 9-12 _X_ ADULT

__ EXCEPTIONAL __ VOCATIONAL

WILL MEET GRADUATION REQUIREMENTS FOR MATHEMATICS

RECOMMENDED CERTIFICATION: MATH 2 4 8

I. MAJOR CONCEPTS/CONTENT: THE PURPOSE OF THIS COURSE IS TO STRENGTHEN MATHEMATICAL AND PROBLEM-SOLVING SKILLS INCLUDING APPLIED ALGEBRA AND GEOMETRY. TOPICS SHALL INCLUDE, BUT NOT BE LIMITED TO, THE REVIEW AND EXTENSION OF THE OPERATIONS AND APPLICATIONS WITH RATIONAL NUMBERS; ESTIMATION; RATIO AND PROPORTION; PERCENTS; VOLUME; GRAPHS, AND PROBABILITY AND STATISTICS; THE PYTHAGOREAN THEOREM; BASIC GEOMETRIC CONSTRUCTIONS; FORMULAS AND EQUATIONS.

II. LABORATORY ACTIVITIES: NONE

III. SPECIAL NOTE: NONE

VI. INTENDED OUTCOMES: AFTER SUCCESSFULLY COMPLETING THIS COURSE, THE STUDENT WILL BE ABLE TO:

1. DEMONSTRATE THE ABILITY TO PERFORM OPERATIONS WITH RATIONAL NUMBERS.
2. DEMONSTRATE THE ABILITY TO SOLVE REAL-WORLD PROBLEMS INVOLVING DISCOUNTS, SALES TAX, SIMPLE INTEREST, COMPARISON SHOPPING, AND ELAPSED TIME.
3. DEMONSTRATE THE ABILITY TO ESTIMATE ANSWERS TO REAL-WORLD PROBLEMS.
4. DEMONSTRATE THE ABILITY TO SOLVE PROBLEMS INVOLVING RATIO, PROPORTION, AND PERCENTS.
5. DEMONSTRATE THE ABILITY TO SOLVE PROBLEMS USING BASIC PROBABILITY STATISTICS.
6. DEMONSTRATE THE ABILITY TO SOLVE PROBLEMS INVOLVING THE USE OF THE PYTHAGOREAN THEOREM.
7. DEMONSTRATE THE ABILITY TO CONSTRUCT BASIC GEOMETRY CONSTRUCTIONS.
8. DEMONSTRATE THE ABILITY TO USE FORMULAS AND SOLVE EQUATIONS.
9. DEMONSTRATE THE ABILITY TO SOLVE PROBLEMS INVOLVING VOLUME.
10. DEMONSTRATE THE ABILITY TO CONSTRUCT AND INTERPRET CIRCLE, LINE, AND BAR GRAPHS.

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Subject Area MATH

Course Number 1205350 Course Title General Mathematics II

COURSE STUDENT PERFORMANCE STANDARDS

After successfully completing this course, the student will be able to

1. Demonstrate the ability to perform operations with rational numbers.

   The student will
   1.01 add any two rational numbers.
   1.02 subtract any two rational numbers.
   1.03 multiply any two rational numbers.
   1.04 divide any two rational numbers.

2. Demonstrate the ability to solve real-world problems involving discounts, sales tax, simple interest, comparison shopping, and elapsed time.

   The student will
   2.01 solve real-world problems involving purchases and a rate of discount given in fraction or percent form.
   2.02 solve real-world problems involving purchases and a rate of sales tax.
   2.03 solve real-world problems by finding the amount of simple interest.
   2.04 solve real-world problems involving comparison shopping.
   2.05 determine the elapsed time between two events stated in seconds, minutes, hours, days, weeks, months.

3. Demonstrate the ability to estimate answers to real-world problems.

   The student will
   3.01 estimate, by first rounding to designated places, the solution to a real-world addition or subtraction problem.
   3.02 estimate, by first rounding each number to the nearest ten, the solution to a real-world multiplication problem involving two 2-digit numbers; and/or estimate, by first rounding each number to the nearest hundred, the solution to a real-world multiplication problem involving two 3-digit numbers.
   3.03 estimate, by first rounding each number to the nearest ten, the solution to a real-world division problem involving a 2-digit whole number divisor and a 3-digit whole number dividend.

4. Demonstrate the ability to solve problems involving ratio, proportion, and percents.

   The student will
   4.01 express a comparison of two quantities in ratio form.
   4.02 solve problems using proportion.
   4.03 solve real-world problems involving percents and one or two distinct operations.

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COURSE STUDENT PERFORMANCE STANDARDS

5. Demonstrate the ability to solve problems using basic probability and statistics.

   The student will
   5.01 solve problems involving mean, mode, and median.
   5.02 given a sample space, determine the probability of a particular event.

6. Demonstrate the ability to solve problems involving the use of the Pythagorean Theorem.

   The student will
   6.01 given the lengths of two sides of a right triangle, using the Pythagorean Theorem, solve for the length of the third side.
   6.02 given the lengths of the sides of a triangle, determine whether it is a right triangle.

7. Demonstrate the ability to perform basic geometric constructions.

   The student will
   7.01 given an angle, bisect the angle.
   7.02 given a line segment, construct the perpendicular bisector of the line segment.
   7.03 given a line and a point on that line, construct the perpendicular to the line through that point.
   7.04 given a line and a point not on that line, construct the perpendicular to the line through that point.
   7.05 duplicate an angle.

8. Demonstrate the ability to use formulas and solve equations.

   The student will
   8.01 solve equations of the form $ax = b$, where a and b are rational numbers of $a \neq 0$.
   8.02 solve equations of the form $ax + b = c$, where a, b, and c are rational numbers and $a \neq 0$.
   8.03 solve problems requiring the use of formulas such as distance, simple interest, areas and volumes of figures.

9. Demonstrate the ability to solve problems involving volume.

   The student will
   9.01 find the volume of a rectangular solid.
   9.02 find the volume of a right circular cylinder.

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STUDENT LEARNING GUIDE

Brevard Community College
Adult High School Completion

MATHEMATICS

SUBJECT AREA: Mathematics

COURSE CODE DIRECTORY TITLE AND NO.: General Mathematics IIA #1205351

PERFORMANCE STANDARD NO.: 1.01 CREDIT: .5

PERFORMANCE STANDARD: The student will add any two rational numbers.

INTRODUCTION: Take pre-test. If you score 90% or more, go on to next Learning Module. If you score 89% or less, do this module.

This unit will reinforce addition skills using whole numbers, decimals, and fractions.

This unit reinforces minimum performance standard I-69.

PREREQUISITES: General Mathematics I

LABORATORY ACTIVITIES: None

END-OF-COURSE OBJECTIVE:

Conditions: The student will demonstrate skill in adding whole numbers, decimals, and fractions with 90% accuracy on a pre-test or 70% accuracy on a post-test after performing stated exercises.

Performance:

Criterion:

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LEARNING EXPERIENCES

PERFORMANCE STANDARD: 1.01

The student will add any two rational numbers.

LEARNING ACTIVITIES	SPECIAL INSTRUCTIONS
PLEASE DO NOT WRITE OR MARK ON THIS GUIDE	
1. Take pre-test 1.01. If score is 90%, go to 1.02.	1. Obtain pre-test from instructor.
2. If pre-test score is less than 90%, work problems as indicated on the Instruction Sheet.	2. Check answers on Self-Check Answer Sheet.
3. Take practice test on Instruction Sheet. Take post-test if score is 100%.	3. Check answers on Self-Check Answer Sheet.
4. If practice test score is less than 100%, review and re-work types of problems missed as described on the Instruction Sheet.	4. Check answers on Self-Check Answer Sheet.
5. Take post-test 1.01	5. Obtain post-test from instructor.

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INSTRUCTION SHEET

PERFORMANCE STANDARD NO.: 1.01

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Questions 1-3 (Whole Numbers)

Work problems 1-22, p. 8, General Mathematics, Skills and Applications

Questions 4-6 (Decimals)

Work problems 16-44, p. 72, General Mathematics, Skills and Applications

Questions 7-10 (Fractions)

Work problems 1-15, p. 174, General Mathematics, Skills and Applications

Practice Test

Add:

1. 906 + 28 + 4,579 + 26,940
2. .6 + .8 + 1.2
3. 4 + .75 + 1.9
4. $\frac{3}{4} + \frac{1}{2}$
5. $2\frac{4}{5} + 5\frac{1}{6}$

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SELF-CHECK ANSWER SHEET

PERFORMANCE STANDARD NO.: 1.01

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General Mathematics, Skills and Applications

P. 8

1. 101
2. 489
3. 2,027
4. 1,989
5. 2,454
6. 2,136
7. 14,607
8. 38,478
9. 15,505
10. 21,694
11. 5,758

P. 72

12. 42,523
13. 42,581
14. 3,640
15. 32,348
16. 5,360
17. 12,289
18. 5,632
19. 4,148
20. 47,614
21. 17,477
22. 110,239
16. 119.7
17. 239.5
18. $774.69
19. 46.1
20. 1.49
21. $1000.70
22. 556.2
23. 139.5
24. 6,778.4
25. 15,100.8
26. 169.873
27. $2446.84
28. 1055.08
29. 2.7420
30. 1.006
31. 25
32. 15.84
33. 1643.4
34. 12.447
35. $253.94
36. 37.4
37. 5.66
38. 607.905
39. 2,131.29
40. 4,398.721
41. 7,782.14
42. 0.207
43. 4,767.966
44. 768.00

P. 174

1. $6\frac{1}{2}$
2. $7\frac{2}{3}$
3. 8
4. $5\frac{1}{5}$
5. $9\frac{4}{5}$
6. $3\frac{5}{6}$
7. $16\frac{3}{10}$
8. $29\frac{1}{4}$
9. $10\frac{1}{24}$
10. $78\frac{53}{100}$
11. $40\frac{5}{8}$
12. 25
13. $45\frac{1}{10}$
14. $74\frac{19}{28}$
15. $36\frac{3}{8}$

Practice Test

1. 32,453
2. 2.6
3. 6.65
4. $1\frac{1}{4}$
5. $7\frac{29}{30}$

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BREVARD COMMUNITY COLLEGE

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JUL 1 1 1986